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*AUGUSTA COLLEGE
ACADEMIC PROGRAMS
A SUMMARY*

Associate in Arts

Majors in Criminal Justice, General Studies, Nursing, Secretarial Science

Associate in Applied Science

Major in Electronic Technology

Bachelor of Arts

Majors in Art, Elementary Education, English, French, History, Music, Political Science, Psychology, Sociology, Spanish

Bachelor of Business Administration

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Mathematics, Medical Technology, Physics

Bachelor of Science in Education

Major in Special Education

Master of Business Administration

Concentrations in Administration, Health Services Administration, Telecommunications Systems Management

Master of Education

Majors in Elementary Education, Reading Specialist, Secondary Education (concentrations in English, Mathematics, Social Sciences), Special Education

Master of Science

Major in Psychology

Minor Concentrations

Anthropology, Art, Biology, Business, Chemistry, Computer Science, Economics, Education, English, French, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Social Work, Spanish


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Over 100 years old

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Augusta College

Augusta, Georgia



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AUGUSTA COLLEGE BULLETIN

No. 48

1975-76

ANNUAL CATALOG ISSUE

THE AUGUSTA COLLEGE IS AN EQUAL EDUCATIONAL OPPORTUNITY INSTITUTION IN THAT NO PERSON SHALL, ON THE GROUND OF RACE, COLOR, SEX, CREED, OR NATIONAL ORIGIN, BE EXCLUDED FROM PARTICIPATION IN OR BE OTHERWISE SUBJECTED TO DISCRIMINATION BY ANY EDUCATIONAL PROGRAM, ACTIVITY OR FACILITY. THIS IS IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964.

A SENIOR UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

AUGUSTA, GEORGIA 30904



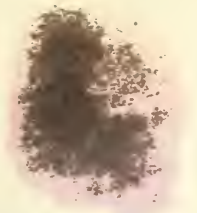


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COLLEGE CALENDAR 1975-76

FALL QUARTER, 1975

August 15	Last day to file applications for new admissions
September 8	First faculty meeting
September 8	Registration—Fort Gordon Resident Center
September 9	Orientation
September 10	Registration
September 12	Exemption Examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
September 15	Classes begin
September 18	Last day for late registration and class changes
October 20	Midterm
Oct. 27-Nov. 7	Preregistration for the Winter Quarter
November 25	Last day of classes
Nov. 26-30	Thanksgiving recess
Dec. 1-5	Examinations
December 5	Term ends

WINTER QUARTER, 1976

December 5	Last day to file applications for new admissions
January 2	Orientation and registration
January 5	Classes begin
January 5	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
January 8	Last day for late registration and class changes
February 6	Midterm
February 16-27	Preregistration for the Spring Quarter
March 12	Last day of classes
March 13, 15-18	Examinations
March 18	Term ends

SPRING QUARTER, 1976

February 20	Last day to file applications for new admission
March 24	Orientation and registration
March 25	Classes begin
March 29	Last day for late registration and class changes
April 27	Midterm
May 3-14	Preregistration for the Summer and Fall Quarters
June 2	Last day of classes
June 3-5, 7-8	Examinations
June 13	Graduation—Term ends

SUMMER QUARTER, 1976

May 21	Last day to file applications for new admissions
June 11	Orientation and registration
June 21	Classes begin
June 23	Last day for late registration and class changes
July 16	Midterm
July 19-23	Preregistration for the Fall Quarter
August 13	Last day of classes
August 14, 16-19	Examinations
August 20	Graduation—Term ends

COLLEGE CALENDAR 1976-77

FALL QUARTER, 1976

August 13	Last day to file applications for new admissions
September 13	First faculty meeting
September 13	Registration—Fort Gordon Resident Center
September 14	Orientation
September 15	Registration
September 16	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
September 20	Classes begin
September 23	Last day for late registration and class changes
October 25	Midterm
November 1-12	Preregistration for the Winter Quarter
November 2	Election Day recess
November 24-28	Thanksgiving recess
December 4, 6-9	Examinations
December 9	Term ends

WINTER QUARTER, 1977

December 10	Last day to file applications for new admissions
January 3	Orientation and registration
January 4	Classes begin
January 4	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
January 6	Last day for late registration and class changes
February 4	Midterm
February 14-25	Preregistration for the Spring Quarter
March 11	Last day of classes
March 12, 14-17	Examinations
March 17	Term ends

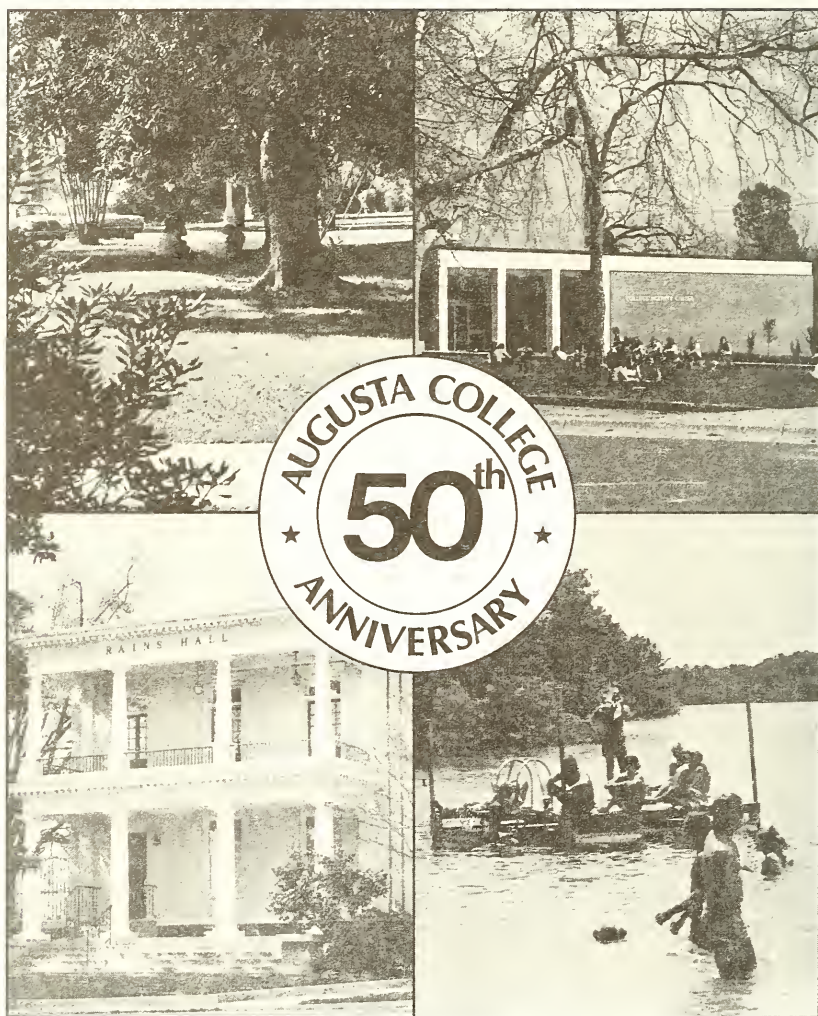
SPRING QUARTER, 1977

February 25	Last day to file applications for new admissions
March 22	Orientation and registration
March 23	Classes begin
March 28	Last day for late registration and class changes
April 29	Midterm
May 9-20	Preregistration for the Summer and Fall Quarters
May 31	Last day of classes
June 1-4, 6	Examinations
June 12	Graduation—Term ends

SUMMER QUARTER, 1977

May 20	Last day to file applications for new admissions
June 10	Orientation and Registration
June 20	Classes begin
June 22	Last day for late registration and class changes
July 4	Independence Day Holiday
July 15	Midterm
July 18-22	Preregistration for the Fall Quarter
August 15	Last day of classes
August 16-19	Examinations
August 21	Graduation—Term ends

General Information



GENERAL INFORMATION

FIFTIETH ANNIVERSARY

The year 1975-76 is indeed an anniversary year, the Bicentennial of our nation and the fiftieth birthday of Augusta College. We are proud for our country now in its 200th year and we are proud of our college now in its 50th year.

The forerunner of Augusta College, the Junior College of Augusta, was founded on August 15, 1925 by the people of Augusta and Richmond County to satisfy a need for an institution of higher education. The first academic year of the new college was 1926-27.

Since that beginning, a half century ago, the college has enjoyed great growth in all areas and today, on the occasion of its fiftieth birthday, stands on the threshold of true greatness, an educational institution of highest quality.

PURPOSE

The purpose of Augusta College is to provide an educational foundation that will enable its students to be creative, responsible, and productive citizens. The college encourages students to develop critical and analytical approaches to issues and situations, and to develop a frame of reference for informed value judgments. Augusta College is committed to a program that will confront students with the important ideas of Man and that will give them the opportunity of relating these ideas to their own lives and to the problems of our complex society.

ACCREDITATION AND AFFILIATIONS

Augusta College is accredited by the Southern Association of Colleges and Schools. Baccalaureate degree programs for elementary and secondary teachers are accredited by the National Council for the Accreditation of Teacher Education. The Nursing program is accredited by the National League for Nursing and approved by the Board of Examiners of Nurses for Georgia. The Music programs are accredited by the National Association of Schools of Music.

Augusta College is a member of the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teachers' Education, the Council for Advancement and Support of Education, the Georgia Consortium for International Education, the National Collegiate Athletic Association, and the South Atlantic Conference.

HISTORY

Augusta College is located on a hill overlooking the downtown area of the city of Augusta in the center of the Central Savannah River area. It traces its beginnings to The Academy of Richmond County which was chartered on July 31, 1783.

In 1910, The Academy of Richmond County, under the Board of Education of Richmond County, added a year of college and commercial work to the standard four-year high school program.

The increasing need for a junior college led the Board of Education on August 15, 1925, to found The Junior College of Augusta. Its operation started with the 1926-27 session in what was at that time the new Academy building. The college has been accredited since its beginning in 1926.

The present campus is the former plantation of an 18th century Southern leader, Freeman Walker, who sold the land to the Federal government in 1826 for an arsenal. In December, 1955, after the closing of the Augusta Arsenal by the United States Government, the County Board of Education made application to use the property for educational purposes.

In September, 1957, The Junior College of Augusta opened on its new campus. During the year, the Board of Education applied to the Board of Regents of the University System of Georgia for the incorporation of The Junior College of Augusta into the University System. The property was awarded to the State in June, 1958, with the Board of Regents assuming control on September 1, 1958. The name of the college was changed to Augusta College.

In 1963 the Regents of the University System authorized senior status for Augusta College, approving programs leading to bachelor degrees. Since that time programs leading to master's degrees have been approved.

At the present time associate degrees are offered in criminal justice, electronic technology, general studies, nursing and secretarial science, and bachelor's degrees are offered in art, biology, business administration, chemistry, elementary education, English, French, history, mathematics, medical technology, music, physics, political science, psychology, sociology, Spanish, and special education. Graduate programs are offered in business administration, elementary education, psychology, reading specialist, secondary education, and special education.

Former presidents of the college are George Phineas Butler, James Lister Skinner, Eric West Hardy, Anton Paul Markert, and Gerald Burns Robins. Dr. George Andrew Christenberry assumed the presidency on July 1, 1970.

THE CALLAWAY CHAIR

The Fuller E. Callaway Professional Chair at Augusta College was one of 40 such chairs at 33 senior colleges and universities in Georgia created in September 1968 by the Callaway Foundation. A \$10 million trust fund was established to aid colleges in retaining superior faculty members. Augusta College chose Philosophy as the field for its first endowed chair.

THE MAXWELL CHAIR

The Grover C. Maxwell Chair of Business Administration was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta College. The Maxwell Professor of Business Administration is selected by the President of Augusta College with the advice of a special committee.

CULLUM VISITING SCHOLAR PROGRAM

The Cullum Visiting Scholar program was initiated in January 1968 following announcement by the Cullum Foundation of an annual gift to the college to enable it to invite to its campus outstanding men and women who are widely known in their respective fields. The visiting scholars provide lectures, seminars for faculty and students, addresses to the student body and to the public, and conferences in their field of expertise. Mrs. Natalie M. Cullum and the Georgia Railroad Bank & Trust Co. are trustees of the Cullum Foundation.

NON-CREDIT PROGRAMS AND COURSES

Augusta College offers a wide variety of short courses, conferences, lectures, and seminars designed for the general public.

The procedures for admission to non-credit seminars, short courses, and study institutes are administered by the Director of Continuing Education consistent with policies of the University System of Georgia and Augusta College.

For further information, or to be included in the mailing list for the quarterly brochure, call or write the Department of Continuing Education.

FACILITIES

The 68-acre campus has been and is being altered considerably, although historical features have been retained and renovated. The walls of the fort of the arsenal still have in them rifle and gun slits, but now encompass a garden.

Bellevue Hall, once the home of the Freeman Walker family, is the oldest building on the campus dating back to 1805. This building houses the Counseling Center and the Testing Bureau. The President's Home, Payne Hall, Rains Hall, Fanning Hall, and the building housing the Office of Institutional Research are located around the quadrangle and were all part of the original arsenal. Payne Hall houses the offices of the Academic Dean, Associate Academic Dean and Director of Graduate Studies, Assistant Dean for Academic Administration, Dean of Students, Comptroller, Director of Admissions, Director of Continuing Education, and Registrar. Rains Hall houses the offices of the President, Director of College and Public Services, and Coordinator of Public Information. Fanning Hall will house all of the college business operations when renovations are completed.

Other buildings have been converted into a library, a science building, a gymnasium, a college activities center, and three classroom areas—Butler Hall, Markert Hall, Skinner Hall. A modern indoor swimming pool and a fine arts center with a theater have been added. Boykin Wright Hall, a gift from Marguerite Wright Hillman to the Regents of the University System of Georgia in memory of her late father Boykin Wright, houses the college radio station WACG-FM. Tennis courts, an athletic field, and parking facilities are located in the center of the campus.

Special arrangements are made for students with physical handicaps to attend classes and other college activities.

The Fort Gordon Resident Center, located approximately ten miles from the main campus, is an integral part of Augusta College. A number of courses are offered at the Center each quarter in the late afternoons and evenings. While located to serve primarily Fort Gordon personnel, enrollment in these courses is open to any regularly admitted student of Augusta College.

THE LIBRARY

The college library is at the center of the academic program. Housed in an air-conditioned building, the library's facilities include general reading, reference, and special collection areas; listening and microfilm facilities; an exhibit room; a lounge, study rooms, and study carrels. Most important, the library contains in excess of 160,000 bound volumes and receives 3,150 current serials. In addition, there are over 83,600 volumes in various microforms.

The library also serves as a depository for publications of the United States government and receives many of the publications issued by the State of Georgia.

The collection is classified according to the Library of Congress classification scheme and all materials with the exception of reserve books and special collections are on open shelves. A library handbook, giving an introduction to the library and its use, is made available to each student.

A new, two million dollar library building is now under construction with a completion date in 1976. It has been named The Reese Library in honor of Dr. and Mrs. John T. Reese, parents of Mrs. Mary Katherine Reese Pamplin, Class of '36. It will be a three story, 80,000 square foot facility with a 1,000 seating capacity and capable of housing some 400,000 volumes.

ALUMNI ASSOCIATION

The Augusta College Alumni Association is a growing and influential organization which supports the college in all areas. It provides a means of continuing the interest in learning and the search for knowledge generated among graduates in their student years.

AUGUSTA COLLEGE FOUNDATION

The Augusta College Foundation was established in 1963 to further the interests of Augusta College and to provide support for the college in those areas not supported by state or governmental appropriations. The sole object and purpose of the Foundation is the establishment and administration of an endowment fund for the benefit of Augusta College to be used for educational purposes only.

Admissions



UNDERGRADUATE ADMISSIONS

The Office of Admissions is anxious to assist prospective students. Office personnel are available from 8 a.m. to 5 p.m., Monday through Friday, for appointments, providing general information, obtaining applications and catalogs, and providing specific information about college programs or admissions procedures. In addition to the availability of materials during regular hours, the college Department of Public Safety is open 24 hours a day, seven days a week and maintains an adequate supply of college catalogs and application materials for distribution.

Undergraduate applications to Augusta College are considered on an individual basis. After all required data has been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgement, is not qualified to pursue college-level work at Augusta College. Such a decision may be based on a variety of factors: intellectual achievement, character, social maturity, and physical limitations.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students exhibit superior academic achievement and will enter at an advanced level and receive some college credit. Other students will display serious deficiencies that require remediation before entering the regular college program. These students will enter a Special Studies Program that attempts to provide the course experience and counseling designed to aid the student in overcoming his deficiencies.

APPLICATION MATERIALS AND CATALOG

Candidates seeking admission to the college must file an official application for admission with the Office of Admissions. Applications and catalogs are free of charge and may be requested by mail, telephone, or by visiting the office. The mailing address for the Office of Admissions is 2500 Walton Way, Augusta, Georgia 30904. Telephone number (404) 828-3301. Students and their parents are encouraged to visit the campus. However, an appointment is recommended if a campus tour or interview is desired.

APPLICATION DEADLINE AND FEE

The application form and all supporting documents must be received by the Office of Admissions no later than 30 days before the beginning

of the quarter in which the applicant wishes to enroll. A \$10 non-refundable application fee must accompany the application. A student who does not register in the quarter for which he is admitted and who wishes to attend at a later date, must file a new application form. If one year has expired since the initial application, he must pay another application fee.

DOCUMENTS REQUIRED FOR ADMISSION AS A DEGREE CANDIDATE

It is the responsibility of the applicant to request that the required documents for admission consideration be forwarded to the Office of Admissions. Each applicant for admission as a degree candidate must submit: (1) a completed application form, (2) a transcript from each secondary school attended, (3) scores on the College Entrance Examination Boards' Scholastic Aptitude Test, (4) a transcript from each college attended (if applicable) and (5) a statement of place of residence. Achievement Tests in English Composition and Intermediate Mathematics (level 1) should be submitted if the applicant wishes to be considered for advanced placement. When an applicant is accepted to the college, final transcripts are required and must be received by the Office of Admissions before the acceptance is final.

FRESHMAN ADMISSION REQUIREMENTS

The minimum requirements for admission as a degree candidate are:

- (1) Graduation from an accredited high school or the equivalent; and
- (2) Sixteen units of high school work distributed as follows: English, 4 units; algebra, 2 units (one additional unit in plane geometry for intended science majors); social studies (1 unit in American history), 2 units; science (general science, biology, chemistry, physics), 2 units; academic electives, 4 units; unrestricted electives, 2 units; or comparable entrance examinations completed at a level satisfactory to the College.

TRANSFER ADMISSION REQUIREMENTS

In order to be admitted at Augusta College as a transfer student, an applicant must be in good standing at the institution last attended. The college does not accept an application for admission as a transfer student if the applicant is ineligible to continue at, or return to, the educational institution in which last enrolled. The transfer applicant

must present a grade point average which meets the minimum scholarship standards acceptable for Augusta College students. The college reserves the right to make its own assessment of courses offered for transfer credit.

ADMISSION AS A NON-DEGREE STUDENT

A non-degree student is a classification reserved for students interested in enrolling at Augusta College without pursuing a college degree. The non-degree student may be a transient student or a special student.

TRANSIENT STUDENT

A transient student is a degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for one quarter. He may renew his status for a second quarter or apply for admission as a regular degree candidate.

Each applicant for admission as a transient student must (1) meet the minimum admission requirements for degree candidates, (2) file a completed application form, (3) submit a letter of good standing from the dean of the college in which he is matriculated, and (4) file a statement of place of residence.

SPECIAL STUDENT

A special student is not a degree candidate at Augusta College or at another educational institution. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes.

Each applicant for admission as a special student must (1) file a completed application form, (2) provide evidence of satisfactory past academic work at the secondary or post secondary level, and (3) satisfy all other admission requirements as determined by the Office of Admissions.

ENRICHMENT AND ACCELERATION OPPORTUNITIES

SUMMER SCHOLARS' PROGRAM

Qualified high school juniors may attend Augusta College during the summer between their junior and senior years in high school. These students attend classes with regular Augusta College students and full college credit is awarded for the courses taken. In some cases, the

students may continue their studies at the college level during their senior year in high school. For further information, interested students should contact the Director of Admissions.

EARLY ADMISSION

Under exceptional circumstances, selected high school students may be admitted to Augusta College at the end of their junior year. They must have outstanding records in college preparatory subjects and must present scores on the Scholastic Aptitude Test satisfactory to the Augusta College Admissions Office. The recommendation of the student's high school principal will be considered by the Admissions Office. Interested applicants should contact the Director of Admissions.

ADVANCED PLACEMENT TESTS/CEEB

Qualified students who have taken college-level work in secondary schools may receive academic credit. Examinations which determine advanced placement are the Advanced Placement Tests of the College Entrance Examination Board. Final determination of credit will be made after test results have been evaluated by the College.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The college will also award college credit to students who score satisfactorily in the College Level Examination Program (CLEP). For further information about CLEP contact the Director of Admissions.

ADDITIONAL PROVISIONS

1. If it shall appear to the Director of Admissions of the College that the educational needs of an applicant to this institution can best be met at some other institution of the University System, he shall refer the applicant to that institution.
2. The Director of Admissions of the college may refer any application to the Academic Policies Committee for study and advice.
3. Eligible applicants who wish to appeal the admissions decision of the Director of Admissions have the right of appeal as provided in the bylaws of this institution, the Board of Regents, and the University System.
4. The College reserves the right to reject an applicant solely on the basis of his not being a resident of Georgia.

GRADUATE SCHOOL ADMISSION

Application forms and general information may be obtained from the undergraduate Office of Admissions, Augusta College, 2500 Walton Way, Augusta, Georgia 30904. See Graduate Programs, page 100.

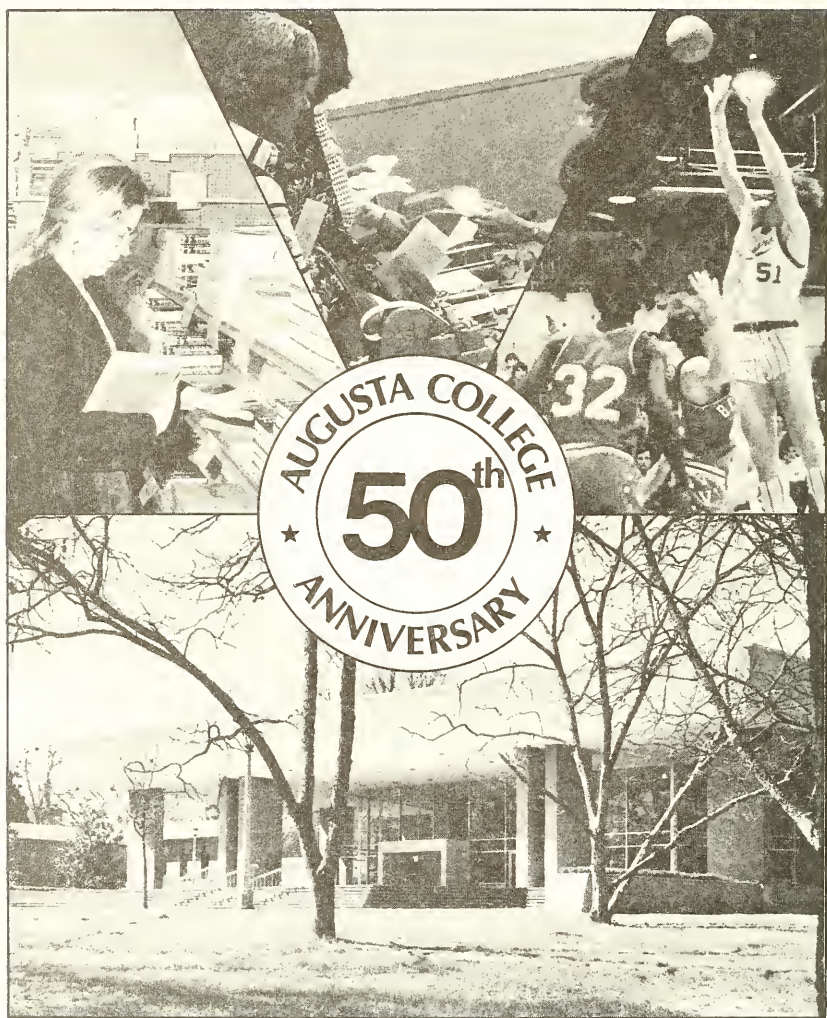
For information about specific graduate programs contact the appropriate faculty below:

Graduate Business Dr. Roy E. Nicely

Graduate Education Dr. James Dye

Graduate Psychology Dr. Cecil Rogers

Expenses



EXPENSES AND BUSINESS REGULATIONS

GENERAL BUSINESS REGULATIONS

Expenses are charged and payable by the quarter since each quarter constitutes a separate unit of operations. A student may enroll at the beginning of any quarter.

To insure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

All payments are to be made to the Comptroller's Office located in Payne Hall. Fees and charges may be paid in cash or by check in the amount of the student's bill. If a check given for a student's bill is not paid on the presentation to the bank on which it is drawn, a payment of a \$5.00 service charge will be required. Other returned checks will require the payment of a \$2.00 service charge.

Registration at the beginning of each quarter is not complete until all general fees have been paid and no student may be admitted to classes without having met his financial obligations.

Fees and charges are subject to change at the end of any quarter.

APPLICATION FEE

A fee of \$10.00 must accompany a new student's application for admission. This fee is not refundable and does not apply toward registration or matriculation fees.

MATRICULATION FEE

The matriculation fee is charged all students. Those registering for 12 quarter hours or more will be charged \$132 per quarter. Students registering for fewer than 12 quarter hours will be charged at the rate of \$11.00 per quarter hour.

RESIDENCE CLASSIFICATION

A student who is under 18 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon his presenting evidence that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of ap-

pointment, and then only upon proper evidence that such appointment was not made to avoid payment of the non-resident fee.

If a student is over 18 years of age, he may register as a resident student only upon showing that he has been domiciled in Georgia for at least twelve months prior to the registration date. Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months' domicile and residence herein required when it appears that the student came into the State and remained in the State for the primary purpose of attending a school or college.

A full-time faculty member in an institution of the University System, his wife, and minor children may register for courses on the payment of resident fees, even though the faculty member has not been in residence in Georgia for a period of twelve months. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period the student may continue his registration only upon the payment of fees at the non-resident rate.

MILITARY PERSONNEL

Military personnel stationed in Georgia, and their dependents, may become eligible to enroll in institutions in the University System as resident students provided they file with the institution in which they wish to enroll the following materials:

- (a) A statement from the appropriate military official as to the applicant's "home of record";
- (b) Evidence that the applicant, if over 18 years of age, is eligible to vote in Georgia;
- (c) Evidence that the applicant, if under 18 years of age, is the child of parents who are eligible to vote in Georgia;
- (d) Evidence that the applicant, or his parents, filed an income tax return in Georgia during the preceding year.
- (e) Other evidence showing that a legal domicile has been established in Georgia.

FOREIGN STUDENTS

Foreign students who attend institutions of the University System under the sponsorship of recognized civic or religious groups may be

enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for residence status for fee purposes as has a citizen of the United States.

In addition to the regular admission requirements, students from countries whose native language is other than English must present evidence that their ability to speak, read and understand English is adequate to undertake academic studies. Scores from the "Test of English as a Foreign Language" are used to determine proficiency. Test scores should be furnished the Admissions Office at the time of application.

Foreign students must, prior to admission, furnish evidence that they have sufficient funds to defray living expenses in the United States and the required college matriculation fees.

TEACHERS

Teachers in the public schools of Georgia and their dependents may enroll as students in the University System institutions on payment of resident fees, when it appears that such teachers have resided in Georgia for nine months, that they were engaged in teaching during this nine months' period, and that they have been employed to teach in Georgia during the ensuing school year.

In the event that a woman who is a resident of Georgia and who is a student in an institution of the University System marries a nonresident of the State, the woman will continue to be eligible to attend the institution on payment of resident fees, provided that her enrollment is continuous.

If a woman who is not a resident of Georgia marries a man who is a resident of Georgia, the woman will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.

Non-resident graduate students who hold assistantships that require at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.

OUT-OF-STATE TUITION

Non-residents of Georgia registering for 12 or more credit hours must pay a fee of \$216 per quarter in addition to all regular fees. Students carrying fewer than 12 credit hours in a quarter who are not legal residents of the State of Georgia will pay at the rate of \$29 per quarter hour (See page 19 for classification of students as residents or non-residents.)

STUDENT SERVICES FEE

Each student will be charged a non-refundable Student Services Fee of \$12.50 per quarter. This fee is used to defray expenses for essential student services not normally covered in the instructional and educational budget.

ATHLETIC FEE

Each student will be charged a non-refundable Athletic Fee of \$6.00 per quarter.

MOTOR VEHICLE REGISTRATION FEE

Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns.

All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year only (3 quarters), may be purchased for \$5.00. A second permit will cost \$1.00. A parking permit for the summer quarter only may be purchased for \$2.00.

LATE REGISTRATION

Students who do not register and pay fees at the time designated for registration in the College Calendar will be charged a late Registration Fee of \$3.00 for the first day after registration, plus \$1.00 for each additional day of late registration up to a maximum of \$5.00.

GRADUATION FEE

A \$10.00 fee will be charged graduates for an associate or bachelor's diploma and cap and gown. The fee is \$16.00 for the master's diploma and cap, gown and hood. This is payable at the time the student applies for graduation no later than the mid-term date of the quarter preceding the final quarter of course work.

TRANSCRIPT FEE

A student who has discharged all financial obligations to the college is entitled to receive on request and without charge one transcript of his full academic record. A charge of \$1.00 will be made for each additional transcript.

CHANGE OF SCHEDULE FEE

A fee of \$1.00 is charged for each schedule change made by the student after registration. No charge is made if the change is initiated by the college.

MUSIC FEES

Private instruction in piano, organ, orchestral instruments, voice, or composition, two one-half hour lessons or one 1-hour lesson each week, for two quarter hours credit, carries a charge of \$45.00 in addition to the matriculation fee.

Secondary applied music instruction, consisting of one one-half hour lesson per week for one quarter hour credit, carries a charge of \$25.00 in addition to the matriculation fee. There is no special music fee for class piano.

Applied music instruction is available to any Augusta College student upon payment of the music fee.

OTHER EXPENSES

In estimating costs of attending Augusta College, these miscellaneous expenses should be considered: (1) books and supplies, particularly in courses which require the purchase of special supplies such as art, engineering drawing, biology; (2) an official uniform required of all enrolled in freshman and sophomore physical education.

SUMMARY OF FEES

Application Fee, non-refundable (all new admissions)	\$10.00
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<i>General Fees (per quarter)</i>	<i>Residents of Georgia</i>	<i>Non- Residents</i>
Matriculation Fee		
12 or more quarter hours	\$132.00	\$132.00
Fewer than 12 (per hour)	11.00	11.00

Non-Resident Tuition		
12 or more quarter hours		216.00
Fewer than 12 (per hour)		18.00
<i>Student Services Fee</i>	12.50	12.50
<i>Athletic Fee</i>	6.00	6.00

<i>Privilege Fee (as applicable)</i>		<i>All Students</i>
Late Registration—Maximum		5.00
Graduation—Undergraduate Student		10.00
Graduation—Graduate Student		16.00
Transcript, first one free, each additional		1.00
Change of Schedule		1.00
Course Credit by Examination, per course		15.00

REFUNDS

Official Withdrawal from College. Refunds will be made at the end of the quarter in which the withdrawal is made. Students who officially withdraw with a clear record within the time specified after the scheduled registration date may receive refunds as indicated:

<i>Time of Withdrawal</i>	<i>Percent Refunded</i>
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Unofficial Withdrawal from College. No refund will be made to a student who withdraws from college without filing official withdrawal forms with the Registrar's Office.

Reduction in Course Load Initiated by the College. If a course is dropped by the College from the quarter's schedule, students affected will be due a refund on the difference between total fees paid and charges on the amount of course work remaining.

Reduction in Course Load Initiated by the Student. The refund of matriculation fees and non-resident tuition is limited to withdrawal from the Institution and not for dropping of individual courses. Student Services Fee and Athletic Fee will not be refunded when withdrawing.

Preregistered students withdrawing prior to the official registration date will be refunded all matriculation and tuition fees. The Student Service Fee and Athletic Fee are non-refundable.

FINANCIAL ASSISTANCE FOR STUDENTS

Financial assistance is available for Augusta College students from a variety of federal, state, and private sources. Types of aid include scholarships, grants, loans, and part-time employment.

Students wishing to apply for financial aid must submit an aid application to the Office of Financial Aid and file a Parents' or Student's Confidential Statement with the College Scholarship Service designating Augusta College to receive the analysis. No application will be considered until the applicant has been officially admitted to the College. Applications completed by June 1 will be given priority in awarding fall quarter aid.

GRANTS

Educational Opportunity Grants are available to qualifying students from low-income families.

Basic Educational Opportunity Grant.

Any student entering post-secondary education should submit an application to this program. It is a federally-funded direct student grant program.

Supplemental Educational Opportunity Grant.

A student with exceptional financial need which cannot be met through the basic grant, loan, and employment programs may be eligible for this program. Recipients are selected by Augusta College.

Georgia Incentive Scholarship.

Georgia residents may apply directly to the State Scholarship Commission for grant funds under this program.

SCHOLARSHIPS

Detailed information about scholarships may be secured from the Director of Financial Aid and Career Planning and Placement.

Acadia Masonic Lodge.

American Association of University Women Scholarship. Sponsored by the Augusta Chapter to a deserving woman student.

American Business Women's Association, Augusta Charter Chapter. Awarded on basis of scholastic ability and need.

American Business Women's Association, The Golf Capital Chapter. This scholarship is given to a needy and deserving student.

American Legion Post 63 Scholarship. Tuition scholarship awarded to deserving nursing students.

Cecilia Arthur Memorial Scholarship given by Augusta College Alumni Association.

Augusta Breakfast Optimist Club.

Augusta Business and Professional Women's Club. Awarded to a mature woman student.

Augusta College Faculty Scholarship Fund. This scholarship fund was established by The Augusta College Faculty to reward outstanding academic performance. Selection is based upon the high school academic record and students in the top five percent of their class are encouraged to apply. In addition, junior college graduates are also eligible.

Augusta Exchange Club Scholarship. This four-year scholarship is awarded to deserving students in the Augusta Trade Area.

Augusta-Fort Gordon Chapter, Armed Forces Communications-Electronics Association (AFCEA). Awarded annually to deserving high school graduates who have excelled in mathematics or science.

Augusta Kiwanis Club.

Augusta Music Club.

Augusta Women's Club. Awarded on scholastic ability and financial need.

John C. Bell, Sr. Memorial Scholarship. This award is given to a needy and worthy student in the memory of John C. Bell, Sr.

Butler High Boosters Club. Awarded to a deserving student from Butler High School.

Civitan Club of Augusta Scholarship.

Ty Cobb Educational Foundation. Scholarships are available for students who are Georgia residents, single, of at least sophomore standing, and have a 3.0 average or better.

Curtis Baptist Church.

The Sherman Drawdy Graduate Scholarship in Finance.

Evans Parent-Teacher Association Scholarship.

Fairways Chapter-National Secretaries Association Scholarship. Awarded to a student majoring in secretarial science or business education.

George Rush Franklin Scholarship Fund of Boys Club of Augusta.

T. Harry Garrett Scholarship Fund. Scholarship awarded annually to girl graduate of Richmond Academy with preference given to one having attended Tubman Junior High.

Georgia Pacific Foundation.

Georgia Rotary Clubs' Exchange Student Program.

Georgia State Scholarship Commission. Provides aid for Georgia residents with financial need and scholastic ability for study in medical and paramedical fields.

Georgia Vocational Rehabilitation. For students who are physically handicapped.

Glenn Hills Booster Club. Freshman scholarship awarded to graduating senior from Glenn Hills High School.

Home Federal Savings (Augusta area). For a freshman from the Augusta area majoring in business.

St. Joseph's Hospital Auxiliary. Tuition scholarship awarded annually to a deserving nursing student.

Junior Woman's Club of Augusta. This award is given to a needy and worthy student.

Martin Luther King Fund of the Black Student Union.

Martinez-Evans Jaycettes.

St. Mary's Parish.

Maxwell Music Scholarship established by Robert J. and Annie V. Maxwell. Awarded to music majors with selection by the music faculty based on musical talent, vocal or instrumental achievement, and academic record.

Men of the Lutheran Church of the Resurrection.

Richard Timothy Mixon Scholarship. Applicants must be full-time students seeking graduation from Augusta College as either a chemistry or pre-med major, and must have attained at least sophomore standing. The scholarship will be awarded on the basis of scholastic ability and dedication to a scientific career. The scholarship is made possible through a donation from the Ways and Means For The Blind, Inc. in memory of Richard Timothy Mixon, a 1972 chemistry graduate of Augusta College. Applicants should initiate their application by writing to the Chairman, Department of Physical Science, Augusta College.

National Association of Accountants Scholarship. Sponsored by the Augusta Chapter to an outstanding accounting major.

North Augusta Woman's Club Scholarship. Award to a student in good standing who resides in North Augusta, South Carolina.

Officers' Wives' Club of Fort Gordon. Recipients selected by the organization from CSRA high school seniors who are military dependents with high scholastic rating and financial need.

Optimist Club of Augusta Scholarship.

Order of American Hellenic Educational Progressive Association. This award is given to a worthy student of Hellenic descent.

Phi Beta Lambda Business Fraternity of Augusta College.

Regents' Scholarships. Awarded to residents of Georgia who need financial assistance and are in the upper one-fourth of their class.

Rho Chapter of the Delta Kappa Gamma Society Scholarship. Awarded to a future teacher.

Joe Mays Robertson Scholarship Fund. This fund was established by

Mr. George Shaw of Melbourne, Florida in memory of the late Augusta College Professor Joe Mays Robertson. Preference will be given to mathematics students.

Gerald B. Robins Scholarship sponsored by Hartley's Uniform Shop and awarded to a nursing student.

C. A. Scruggs Memorial Scholarship. This scholarship is awarded to an entering freshman in honor of the late Professor of Chemistry at the Junior College of Augusta.

Cleeve Smith Memorial Fund of the Hill Baptist Church.

South Augusta Woman's Club Scholarship.

South Carolina Vocational Rehabilitation.

Stapleton Garment Company Scholarship. This is awarded to a son or daughter of an employee of the Stapleton Garment Company.

Summerville Exchange Club Scholarships.

Trinity-on-the-Hill Methodist Church.

George Walton Masonic Lodge #699 Scholarship.

Webb's Masonic Lodge #166, General Scholarships.

West Augusta Rotary Club Scholarship.

LOAN FUNDS

Financial assistance may be obtained through an educational loan which carries a nominal interest rate. The following loan funds are available to students who attend Augusta College:

Augusta Free School Board. Administered by the Augusta Free School Board of Trustees.

Georgia Higher Education Assistance Corporation. All Georgia residents in financial need who desire a college education may apply for these loans.

Hal C. Moore Memorial Student Loan Fund. Administered by the West Augusta Rotary Club.

Lawton B. Evans Loan Fund. Sponsored by the Augusta Rotary Club.

National Direct Student Loans (NDSL). The NDSL program offers low-interest, long-term loans to qualifying students.

Pickett and Hatcher Educational Fund. Loans are available for students other than those studying for medical, legal, or ministerial professions.

United Student Aid Fund Guaranteed Student Loan. Long-term, low-interest loans available through private lending institutions and military credit unions.

WORK-STUDY PROGRAMS

College Work-Study (CWS). The CWS program provides on- and off-campus employment for qualifying students.

Augusta College Work Assistantships. The college employs many student workers in offices, library, and laboratories.

Student Personnel Services



STUDENT PERSONNEL SERVICES

Augusta College offers a well organized and varied program of services designed to supplement and complement the formal academic program. The Dean of Students is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well adjusted student and member of society.

The Office of the Dean of Students, located in Payne Hall, coordinates the Counseling Center, discipline, Financial Aid and Placement, housing, insurance, and student activities, and the Testing Bureau.

ATHLETICS

Augusta College is affiliated with the National Collegiate Athletic Association (NCAA-College Division). As a member of the South Atlantic Conference, Augusta College supports teams in baseball, basketball, cross country, golf, swimming, and tennis. Teams are supported also for women in basketball and tennis. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each quarter.

CAREER PLANNING AND PLACEMENT

Assistance is available to undergraduates and alumni in developing career plans and seeking employment. Services available include a career information library and counseling on career opportunities in virtually all areas of interest. Representatives from educational systems, government, business, and industry are invited to campus to discuss employment opportunities. Interested persons should contact the Office of Career Planning and Placement.

COLLEGE ACTIVITY CENTER

The College Activity Center, housed in a modern and attractive building, serves to complement and enrich student life at Augusta College through an organized program and varied facilities. The first floor contains the cafeteria, snack bar area, and the college bookstore. The second floor houses the student lounge, TV room, game rooms, large and small group meeting areas, and offices for student activities, student government, and student publications. On the third floor, facilities are available for financial aid and placement activities. The Towers Room occupies the fourth floor of the Center.

COUNSELING CENTER

Most students have personal concerns, at some time during their college careers, which may interfere with academic or social success. Augusta College maintains a well-equipped and professionally staffed Counseling Center to assist students with such problems, whether personal, vocational or educational.

A variety of tests are available to help the student in selecting a major, choosing a career, evaluating study habits and attitudes and assessing personality and values.

The Counseling Center is located in Bellevue Hall. All services are free to Augusta College students and all interviews and test results are completely confidential.

COUNSELING SEMINAR

A Counseling Seminar is conducted each quarter in connection with the Special Studies Program. The purpose of the Seminar is to provide personal growth activities to assist the student in gaining insight into personal values, especially in terms of educational and vocational goals and opportunities.

DISCIPLINE

Augusta College has defined the relationships of students as members of the college community through the document, *Student Rights and Responsibilities*. The document is available to all members of the college community through the Office of the Dean of Students.

The students of Augusta College have established a precedent of exemplary behavior as members of the college and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in no way which would precipitate physical, social, or emotional hazards to other members of the college community. Improper behavior is at once a breach of tradition and inconsistent with the aims and objectives of the college. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures. The student shall be notified in writing of his right to appeal the decision of the college official or judicial body.

HONORS AND AWARDS

During the latter part of the spring quarter, an annual Honors and Awards program is held. At this time three groups of students are given recognition: those meriting scholarship honors for having made

superior grades; those exhibiting constructive leadership in the advancement of the college; and those who have rendered unselfish service in an outstanding manner during their years in college. Those earning awards for participating in college athletics during the year are honored on a separate date.

The following individual awards are made in addition to the above college awards:

Bailie's Custom House Award—The recipient is selected by the departmental faculty for unusual achievement in the field of art, the name being inscribed upon a permanent plaque.

Bell Ringer Award—The staff of the student newspaper, *The Bell Ringer*, chooses its most outstanding member to be the recipient of this award.

Biology Award—An award given each year to the student who has the best over all and biology grade point average, has made the greatest contribution to the Biology Department, and has most fully participated in non-academic activities relating to biology.

Business Administration Award—An award presented to the senior business administration major with the highest over-all grade point average.

Business Education Award—An award presented by Phi Beta Lambda to the senior with the highest grade point average in business education.

Chronicle and Herald Award—The recipient of this award is chosen by the editorial boards of the Augusta Chronicle and the Augusta Herald as making the most outstanding journalistic effort for the year.

Theodore deTreville Award for Excellence in History—This is an award offered by Mrs. Virginia E. deTreville as a memorial to her son, Theodore Evans deTreville, an Augusta College student. The award is given to the outstanding student graduating with a major in history. Criteria for the selection of the recipient include an interest in the further study, scholarship, or teaching of history. Character and personal qualities are also considered.

Economics Award—An award given to the senior with the highest grade point average in economics.

Executive Secretarial Award—An award presented by Phi Beta Lambda to the senior with the highest grade point average in the executive secretarial program.

Sister Mary Louis Herman Award—A cash gift of one hundred dollars and an award is presented each year to an outstanding young lady at the end of her nursing training at Augusta College. Selection is made on the following attributes: high Christian ideals, leadership ability, sincerity of purpose, and a sense of responsibility. The gift and the award are

perpetual and are given by the St. Joseph Hospital Auxiliary in honor of the late Sister Mary Louise Herman, Administrator of St. Joseph Hospital from December 10, 1952 until January 2, 1971.

McCrary English Award—An award offered by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary to the student attaining the highest average in English.

McCrary Science Award—An award offered by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary to the student attaining the highest average in science.

The Deborah McKenney Award—A plaque awarded to an organ student in the major performance area, who, in the opinion of the Music Faculty, has made the greatest progress in organ study. The award is a memorial to Deborah McKenney who was a music major at Augusta College.

Mathematics Award—The Savannah River Section of the American Nuclear Society sponsors an annual award honoring an outstanding student in mathematics. The recipient of this award must be a senior majoring in mathematics and is to be selected by the faculty of the Department of Mathematics and Computer Science.

Richard T. Mixon Award—Given each year to that graduating senior with a major in chemistry who is chosen as the outstanding graduate in chemistry.

Physics Award—The Savannah River Section of the American Nuclear Society sponsors an annual award honoring an outstanding student in physics. The recipient of this award must be a senior majoring in physics.

Political Science Award—An award presented to the outstanding student in political science.

Psychology Award—An award given to the outstanding senior in psychology.

Senior Service-Leadership Awards—Awards given to two seniors, one male and one female, who have made the most outstanding contribution in the area of service and leadership to the college community.

Estelle Barnard Smith Award—An award given annually to a second year nursing student who demonstrates dedication to the nursing profession.

Sociology Honors Award—Awarded to the most outstanding senior in sociology.

Student NEA Award—The Student Education Association annually provides a book for the Augusta College Library in honor of an outstanding graduate in a program leading to teacher certification.

Edward B. Turner Music Award—The recipient is selected by

departmental faculty on the basis of outstanding achievement and service to the college in the field of music, the name being inscribed on a permanent plaque.

White Columns Award—The staff of the college annual, *White Columns*, chooses its most outstanding member to be the recipient of this award.

Who's Who Among Students in American Universities and Colleges—A committee, composed of faculty and students, selects members of the Junior and Senior Classes for inclusion in this annual publication. Students are selected on the basis of leadership, academic standing, and dedication to the betterment of the college.

HOUSING

Augusta College is a non-dormitory institution. Housing is a matter left to the discretion of the student. However, the Office of the Dean of Students maintains a list of available housing in the Augusta area and interested students should contact the Assistant Dean of Students.

INSURANCE

By special arrangement the college approves a student insurance policy which provides benefits for accident and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium.

Applications for student insurance may be made at quarterly registrations.

ORGANIZATIONS

ACADEMIC AND DEPARTMENTAL

Augusta College Art Association—To promote the visual arts at Augusta College and supplement classroom instruction.

Beta Beta Beta—Biological Honor Society—reserves its active membership for those students who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences. Desiring to cultivate intellectual interest in the natural sciences and to promote a better appreciation of the value of biological study, the Society welcomes into associate membership all those students who are interested in biology.

French Club/Le Salon—The French Club was formed to further students' interest in the French language and culture. The Club is open to those students interested in this particular field.

Georgia Music Teachers Association—A student chapter of this organization is open to all music majors for the purpose of exploring more widely the field of teaching and performing music. It is affiliated with the Music Teachers National Association.

Graduate Business Association—To recognize the needs of graduate students in the Graduate Business Administration program and to meet these needs within the framework of the overall rules and regulations of the College.

History Club—The club is open to students majoring or minoring in history and to all students with an interest in the study of history.

Political Science Club—The club, organized and chartered in 1969, is open to all students interested in political science. The club sponsors speakers on various phases of political activities.

Phi Beta Lambda—Phi Beta Lambda is a National Business Fraternity with its main purpose being to help prepare students who are and will be competing in the business world. This organization is open to all students majoring in business administration, business education, and secretarial science. Members of the organization publish a Student Directory.

Physics Club—The Augusta College Physics Club is an organization of students interested in physics and the related sciences. The three principal goals of the club are to acquire knowledge of recent scientific developments in physics, to create a greater interest in science, and to gain a working knowledge of material studied.

Pre-dental and Para-dental Society—Membership in this national organization is open to all students interested in dentistry. The purpose and objectives are to encourage excellence in pre-dental scholarship, to educate and familiarize interested students with the dental profession and related para-dental fields, to help prepare pre-dental students for entrance into dental schools, and to expose students to others with similar interests.

Psychology Club—The Psychology Club has two types of memberships. The active membership, which has full voting and office-holding rights, requires majoring or minoring in psychology. The associate membership is open to all those Augusta College students interested in psychology.

Sociology Club—The Sociology Club is open to all interested students on campus who are majoring or minoring in sociology. The purpose of the club is to promote interest in sociology through regular meetings.

Student Georgia Association of Educators—The Geraldine Hargrove Chapter of the Student Georgia Association of Educators at Augusta

College is an organization open to college students enrolled in programs or preparation for professional certification to teach. It is affiliated with both the Georgia Association of Educators and the National Education Association.

Student Nursing Association of Georgia—A chapter of the Student Nursing Association of Georgia is open to all nursing students.

HONORARY

Who's Who—Augusta College participates annually in Who's Who among Students in American Universities and Colleges, a national honor conferred upon outstanding student leaders from approximately 1,000 colleges and universities in the United States. Academic standing, service to the community, leadership in extracurricular activities and future potential are requisites for the honor.

RELIGIOUS

Baptist Student Union—The Baptist Student Union is a church sponsored group open to all Baptists and other interested students. Its purpose is to enhance the spiritual life of its members through group discussion and invited speakers.

Campus Crusade for Christ—The purpose of the Campus Crusade for Christ is to provide an opportunity for students to witness for Jesus Christ in the college community.

Navigators—An inter-denominational group to help interested students develop as Christians through a regular and meaningful study of the Bible.

Wesley Foundation—The Wesley Foundation was chartered in 1973 and is sponsored by the United Methodist Church. Its purpose is to promote religious and spiritual growth among the students at Augusta College.

SERVICE AND SPECIAL INTEREST

Augusta College Bow Club—To promote campus interest in archery, promote fellowship among archers, encourage good sportsmanship, and provide a safe place for archers to shoot.

Augusta College Theatre—The AC Theatre stages one production per quarter. The group has become well-known for the professionalism in set design as well as make-up and acting. Membership is open to all interested students.

Augusta College Veteran's Association—The Veteran's Association was chartered in 1973. Its purpose is to give students at Augusta College

who are veterans, or dependents of veterans, the opportunity to function as a whole. In this manner they can become more closely associated with one another by sharing experiences common to veterans and aiding one another when mutual problems arise.

Black Student Union—An organization dedicated to promote the history of Black Heritage. The union is open to all students.

Choir—The Augusta College Choir performs music in many styles, from medieval motets to modern show tunes. The Choir has made tours to Miami, New Orleans, Washington, New York, California, Atlanta, and Europe (1966 and 1971). The Choir is open to Augusta College students; tryouts are held at the beginning of each quarter.

International Students Association—The International Students Association was organized in 1973. The purpose of the organization is to form a better rapport and communication with students at Augusta College and the community at large.

Jaycees—A service organization dedicated in civic responsibilities to our community, our nation, and our fellow men.

Students International Meditating Society—The purpose of this organization is to help every individual expand his mind, develop his creative intelligence and make use of his full potential in studies, career, and recreation. This purpose is fulfilled by the practice of Transcendental Meditation.

SOCIAL

Alpha Delta Pi—Zeta Zeta Chapter of Alpha Delta Pi is a national social fraternity for women and is associated with National Panhellenic Conference.

Augusta College Panhellenic Council—The Augusta College Panhellenic Council was chartered in 1973. Its purpose is to compile rules governing rushing, pledging, and initiation for Augusta College's national sororities, and to foster a spirit of friendliness, cooperation and good will between fraternity and non-fraternity members.

Phi Beta Epsilon—Phi Beta Epsilon is a social organization with a purpose to give students of this campus the opportunity to function as a whole brotherhood. In this manner, they can become whole by experiencing others individually and as a unit working together.

Pi Kappa Phi—The Gamma Psi Chapter is a social fraternity for men and is an affiliate of Pi Kappa Phi national fraternity.

Zeta Tau Alpha—Zeta Mu Chapter of Zeta Tau Alpha is a national social fraternity for women and is associated with National Panhellenic Conference.

ORIENTATION

On the first day of each quarter, a special program is offered for all new students to acquaint them with some of the facts and features of the College. During the summer, freshmen already accepted for fall quarter enrollment have an opportunity to attend a joint orientation and pre-registration session for advance information in scheduling.

PROCEDURES FOR CHARTERING NEW STUDENT ORGANIZATIONS

Clubs and organizations wishing to form on the Augusta College campus can secure charter applications through the Office of Student Activities. Those clubs which are academic in nature are approved by the respective department, the Honors Committee, and the Academic Dean. All other clubs are approved by the Student Government Association, College Committee on Student Activities, and the President of the College.

STUDENT ACTIVITIES

The Coordinator of Student Activities is charged with the responsibility for organizing and implementing a variety of social and nonacademic college functions. The Office of Student Activities is located on the second floor of the College Activity Center and serves as a clearing house for activities and announcements revolving around the social life of the student population.

A number of student services are provided by the Student Activities Office including a baby sitting service, a Child Development Center, a sign printing and duplicating service, and a student book exchange.

The Student Activities program is designed to provide opportunities for involvement and leadership through a broad spectrum of activities. Members of the Augusta College faculty serve as Advisors to the organizations.

CLARK HILL

Augusta College leases 39.5 acres of land located approximately thirty five miles from the campus on the Georgia side of the Clark Hill reservoir. The site is being developed for the recreational enjoyment of the students, faculty, and staff of Augusta College and students of the Medical College of Georgia. Development of the site is a student project which is made possible through allocations of a portion of the Augusta College and Medical College student activity fees. Facilities available at

the Augusta College site include a lodge, picnic area, boat launching ramp and dock, camping area, beach and swim float. The lodge is furnished and equipped with tables and chairs, kitchen supplies, dressing room areas, a juke box, a fireplace and sports equipment. A full time caretaker lives on the property and a lifeguard is on duty on weekends during the summer months.

Certain rules and regulations have been structured for the protection of all persons using the Clark Hill site. Copies of these rules and further information may be obtained in the Office of Student Activities.

The Office of Student Activities feels that the availability of the Clark Hill recreation site will not only foster student involvement with the college and its facilities but will encourage members of the college community to greater participation in the total program of Student Activities.

CULTURAL AND ENTERTAINMENT PROGRAMS

A wide spectrum of cultural and entertainment programs are provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus in an on-going effort to enrich the educational, personal-social, and cultural components of the student life.

STUDENT GOVERNMENT

Student Government consists of five (5) representatives from each of the freshman, sophomore, junior and senior classes; the officers of each class who are: the president, vice-president, and secretary-treasurer; and the officers of S.G.A. who are: president, vice-president, secretary and treasurer. These S.G.A. officials are elected from and by the student body. All elections are held during the spring quarter with the exception of the election of freshman class officers and representatives which occurs during the fall quarter. The purposes of S.G.A. are: to initiate and sponsor student activities looking to the betterment of student life at Augusta College and to lend student's influence and support to all measures that promote the prestige and usefulness of the college. S.G.A. is a regulatory body and serves in an advisory capacity to the college administration.

The Constitution under which the Student Government Association of Augusta College operates is available in the S.G.A. office.

STUDENT PUBLICATIONS

The *Bell Ringer* is the official student newspaper. It is published on a weekly schedule by a student staff.

White Columns is the college's yearbook. It is compiled and edited by students with the advisement of the Coordinator of Student Activities.

Sand Hills is the student literary magazine. It is published annually by a student staff.

Jaguar is the student handbook. It is published annually by the Student Activities Office.

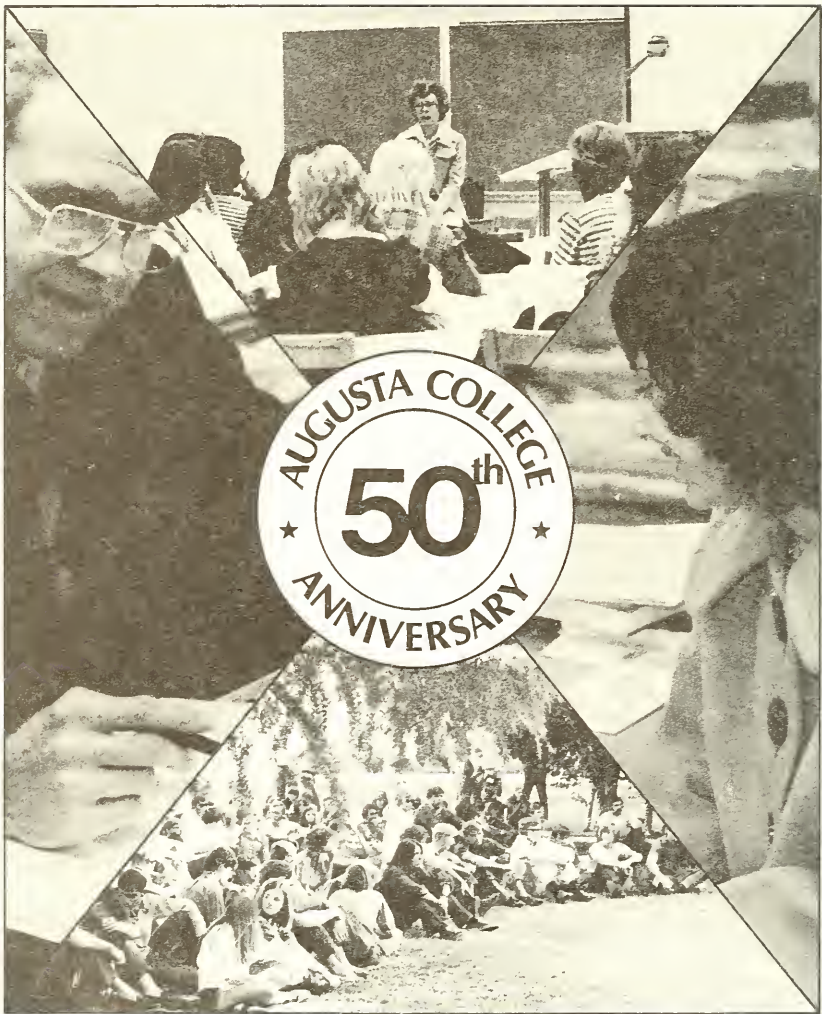
TESTING BUREAU

The Testing Bureau provides a campus-wide service to the college, its various departments, and to individual students. Data is gathered through testing to aid in understanding present situations, the setting of goals for the future, and the determination of immediate steps that need to be taken to achieve these goals. The Bureau administers tests and inventories to individuals and groups.

A wide array of personality, interest, aptitude, achievement, and intelligence tests and inventories are available to students at no cost. The Bureau also provides such counseling services as relate to testing areas.

The Institutional Admissions Testing Program, the Regents Testing Program, The Comparative Guidance and Placement Program, and other institutional testing programs are administered under the supervision of the Director of Testing, who also schedules and conducts national testing programs such as the National Teacher Examinations, Graduate Record Examination, Law School Admission Test, Admission Test for Graduate Study in Business, Medical College Admission Test, Miller Analogies Test, and College-Level Examination Program.

Academic
Regulations



ACADEMIC REGULATIONS

The academic program of Augusta College is administered by thirteen academic departments, each headed by a Chairman, all reporting to the Office of the Academic Dean. These departments furnish the basic organization of the faculty into the various academic disciplines and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in the catalog.

The college committee on Academic Policies, the College Curriculum Committee, and the Graduate Council serve as the major sources for recommendations to the faculty on policies in these areas. The faculty reserves the right to recommend changes in curricula, as in rules, at any time when in its judgement such changes are in the best interest of the student and the College.

Registration at the College involves the student's acceptance of the official academic regulations. The student is expected to follow the program outlined by his department and should do sufficient planning, in consultation with his Faculty Advisor, to avoid scheduling difficulties which may impede his normal academic progress.

The student should plan his program so as to meet the core curriculum, graduation, and departmental major and minor requirements.

OFFICE OF STUDENT RECORDS

Permanent academic records are maintained by the Registrar in the Office of Student Records. Certified copies of a student's record are released only at the direction of the individual student. This office also furnishes certifications of enrollment to the Department of Health, Education, and Welfare.

UNIT OF CREDIT

The college is organized on the quarter system. Each of the three quarters in the regular session extends over a period of approximately 12 weeks.

The quarter hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus give credit of 5 quarter hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period.

A student may not receive additional hours of credit if he repeats a course in which he has already earned credit.

UNDERGRADUATE STUDENT LOAD

The normal course load of a full-time student is 15-17 quarter hours of credit work. A student will carefully consider the advisability of taking an overload; he should not attempt to do so solely for financial reasons.

A student wishing to schedule up to, but no more than, 19 quarter hours of credit work will observe regular registration procedure, which includes approval of the course schedule by the academic advisor.

Subject to the following conditions and procedure, a student may schedule more than 19 quarter hours of credit work if (1) he has a grade point average of 3.00 overall, or (2) he is within 40 credit hours of graduation (20 credit hours for associate degree candidates).

The procedure to obtain permission to take an overload is as follows:

1. If the student wishes to schedule 20 hours of credit work, he must obtain from the Office of Student Records a Request For Overload Form on which the student's cumulative GPA, the GPA for the last quarter, and the total number of credit hours earned will be recorded and certified. He will then submit this form to the academic advisor for approval.
2. If the student wishes to schedule 21 or more hours of credit work he must, in addition to fulfilling the requirements set forth under Step 1, obtain special approval from the Office of the Academic Dean.

In certain cases a student may receive from the Office of the Academic Dean permission for an overload even though he is not eligible under the above conditions.

AUDITORS

Regularly enrolled Augusta College students may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. After the last day for registration, no changes from an audit basis to credit will be permitted.

UNDERGRADUATE STUDENT CLASSIFICATION

For the purpose of class organization, students are classified on the basis of number of quarter hours of academic credit earned at the time of registration as follows: Freshman 0-39, Sophomore 40-79, Junior 80-129, Senior 130 or more.

COURSE CHANGES

Courses may be dropped and (or) added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from the Registrar's Office.

The last day for late registration, as given in the College Calendar, shall be the last day a student may enroll in a class.

SUBSTITUTION OF COURSES

Each student is responsible for following the requirements of his selected program as specified in the catalog and in accordance with the regulations of the catalog. Variations in course requirements are permitted only upon petition and the written approval of the Dean of the College. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

UNDERGRADUATE GRADING SYSTEM

<i>Grade</i>		<i>Quality Credits</i>
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Poor	1.0
F	Failure	0
WF	Withdrawal, Failing	0
I	Incomplete	Not Computed
WP	Withdrawal, Non-penalized	Not Computed
AUD	Audit	Not Computed

SPECIAL STUDIES GRADING SYSTEM

Quality credits are not computed for Special Studies courses.

<i>Grade</i>		<i>Hours Attempted</i>	<i>Hours Earned</i>
S	Satisfactory	5	5
CP	Continued in Program	5	0
U	Unsatisfactory	5	0
W	Withdrawal	5	0

GRADUATE GRADING SYSTEM

<i>Grade</i>	<i>Quality Credits</i>
A Excellent	4.0
B Good	3.0
C Poor	2.0
D Unsatisfactory	1.0
F Unsatisfactory	0
I Incomplete—becomes F if not removed within the following academic quarter except in cases of theses, practicums and internships where I grade must be removed within one calendar year.	

Note: An average of B must be maintained in all courses attempted in a degree program.

WITHDRAWAL FROM CLASS

It is recommended that the student consult with his instructor and his academic advisor before action is taken in regard to withdrawing or changing status in a course. Withdrawal and change of status will be subject to the following:

- a) Forms for initiating a withdrawal or change of status will be available to any student upon request and are to be obtained and filed in the Registrar's office.
- b) If a student withdraws from a course during the first four weeks of the quarter but after the add-drop period, the instructor will submit a grade of WP.
- c) If a student withdraws from a course after the first four weeks of the quarter the instructor will submit a grade of WP or WF based on the student's performance in the course prior to the date of official withdrawal.
- d) Any time prior to seven days before the last day of classes, a student eligible for grade of WP may elect to change status from credit to audit.

CLASS ATTENDANCE

Regular and punctual attendance is expected of students in all classes, and is counted from the first class meeting each term. After the equivalent of one week of absences from a class, regardless of

cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before the Academic Policies Committee for reinstatement. In the event a student is reinstated, he is fully responsible for making up all work missed while his case was pending before the Academic Policies Committee.

GRADE CHANGES

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported.

The maximum time for completing course work to remove an I (Incomplete) is one quarter; otherwise, the I is to be recorded as an F. Any appeal for an exception must be made to the chairman of the department in which the course was taken and to the Academic Dean of the College.

UNDERGRADUATE SCHOLARSHIP STANDARDS

A candidate for an associate or bachelor degree must maintain a minimum grade point average consistent with the College's requirement of a C (2.00) average for graduation. A student who fails to meet acceptable minimum standards of scholarship normally forfeits the privilege of continued attendance.

The grade point average used to determine minimum acceptable standards is computed by multiplying the number of credits per course—excluding courses in which a grade of I, WP, or AUD is recorded—by the quality credits earned, and dividing the sum of the products by the total number of credits *attempted*.

GRADUATION WITH HONORS

A degree with honors will be awarded to those candidates selected by the faculty who are in the upper ten per cent of the graduating class. It is required that students in this category complete at least half of their courses in residence, and that their over-all average be no less than 3.50. In addition, their average for work done in residence must be at least 3.50.

DEAN'S LIST

The Dean's List is compiled quarterly for undergraduate students. To qualify for this academic honor, a student must (1) be enrolled for fifteen or more quarter hours of undergraduate course work numbered 100 or above and (2) achieve a grade point average of 3.50 for the quarter.

CREDIT FOR NON-TRADITIONAL STUDIES

Non-traditional studies are defined as studies other than those taken in the normal college or university classroom situation. Correspondence courses, military courses, and courses taken through the United States Armed Forces Institute are examples.

Determination of whether college credit will be awarded for non-traditional studies is based upon a recommendation of the academic department concerned and on approval by the Academic Dean. An examination may be required to validate knowledge gained before credit is awarded. Questions concerning the type of credentials to be submitted in support of requests for credit should be directed to the Admissions Office.

STUDENT GRIEVANCES

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

ACADEMIC PROBATION AND SUSPENSION

Any student who earns a cumulative Grade Point Average of less than 2.00 will be placed on academic probation. A student on probation may continue in attendance if he meets the following minimal requirements:

- (A) A student who has earned from 0 to 48 quarter hours and is on probation may continue his enrollment for two additional quarters or until he reaches the level of 48 hours earned, whichever occurs first. However, he must have earned a cumulative Grade Point Average of 1.50 or better at this point.
- (B) A student who has earned 49 to 96 quarter hours and is on probation must achieve a cumulative Grade Point Average of 1.75 or better during the next quarter that he is enrolled, or have a quarter average of 2.00 or better.
- (C) A student who has earned 97 to 142 quarter hours and is on probation must achieve a cumulative Grade Point Average of 1.90 or better during the next quarter that he is enrolled, or have a quarter average of 2.30 or better.
- (D) A student who has earned 143 or more quarter hours and is on probation must achieve a cumulative Grade Point Average of 2.00 or better during the next quarter that he is enrolled, or have a quarter average of 2.30 or better.

The student who fails to meet the conditions necessary for continued attendance on probation will be suspended.

Academic Reinstatement on Probation

A student suspended for academic deficiencies may be reinstated after a lapse of three quarters provided he petitions the Academic Dean one month in advance of the beginning of the quarter for which he seeks to be reinstated.

Academic Dismissal

A student who has been reinstated must meet the minimal requirements for continued attendance on probation or he will be permanently dismissed from the College.

ACADEMIC HONESTY

In an academic community honesty and integrity must prevail. It must be so if the work we do and the honors we award are due to receive their just acceptance. The erosion of honesty is the academic community's ultimate loss and the responsibility for its practice and preservation must be equally assumed by all of its members.

Definition

Academic honesty is the presentation for evaluation and credit of one's own work and not the work of others. In general academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting, information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism: This is the failure to acknowledge indebtedness; it is always assumed that the written work offered for evaluation and credit is the student's own unless acknowledged. Such acknowl-

edgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions or theories even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

3. Collusion: Collaboration (either professional or amateur) with another person in the preparation or editing of notes, themes, reports or other written work or in laboratory work offered for evaluation and credit unless such collaboration is specifically approved in advance by the instructor.
4. Credential misrepresentation: This involves the use of false or misleading statements in order to gain admission to Augusta College or to gain employment at Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled or employed at Augusta College.

Faculty Responsibility

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among the students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He should, furthermore, endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility

It is the duty of the student to practice and preserve academic honesty in the spirit set forth in Articles II and IV of the Student Rights and Responsibilities. If the student has any doubt about an item or situation, he should consult with his instructor.

Procedures

Any student who encounters a violation of academic honesty by a faculty member may seek punitive action as set forth in Article II Academic Rights and Responsibilities of the student in the *Augusta College Student Handbook*.

Any faculty member who encounters a violation of academic honesty by a student shall:

1. Discreetly confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. If upon completion of this discussion the faculty member feels that punitive action stronger than an admonition is warranted, he will report the matter to the chairman of the department where the alleged violation occurred.
4. Each reported violation will be reviewed departmentally and if it is clearly established that indeed a violation of academic honesty has occurred a report outlining the offense will be submitted to the Academic Dean.

The Academic Dean shall:

1. Review each alleged violation of academic honesty.
2. If warranted, prescribe punitive action according to the following guidelines:
 - a. First Offense: Recommend to the instructor that the student be withdrawn from the course where the violation occurred with a grade of F. Note the violation in the dean's file; this notation would under no circumstances be made available as a portion of the student's permanent record and shall be destroyed upon completion of the student's course of study.
 - b. Second Offense: Recommend to the instructor that the student be withdrawn from the course where the violation occurred with a grade of F. The second violation shall result in automatic expulsion from Augusta College.
3. Notify the student in writing of the action taken and clearly explain the student's due process of appeal.
4. Notify the involved faculty member in writing of the action taken.
5. Direct the Registrar to initiate the proper withdrawal procedure and, in the case of a second offense, to enter the word "expelled" on the student's permanent record.
6. Maintain administrative records of all matters pertaining to violations of academic honesty.

Appeal Procedure

Should the student desire to appeal the decision for punitive action he may request the office of the Dean of Students to arrange a hearing before the Student-Faculty Judiciary. In the event the student is dissatis-

fied with the findings of the Student-Faculty Judiciary he may direct his complaint in writing to the President of Augusta College. Should he be dissatisfied with the President's decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision.

GRADUATION REQUIREMENTS

The amount of academic credit that the College will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the College during that time. The Academic Dean of the College determines which credits may be applied toward fulfilling degree requirements. A maximum of 96 quarter hours of credit earned in a junior college may be applied toward a degree.

Normally two identical degrees are not awarded. However, a student may receive the appropriate degree of any other program by completing the additional requirements of that program and earning at least 45 hours of resident credit (30 hours for the associate degree) in excess of the requirement for the original degree.

To qualify for a degree from Augusta College the candidate must satisfy the following conditions:

1. Complete the quarter hours required for the degree selected and achieve a quality point average of at least 2.00 on all work taken at Augusta College. A minimum grade of 2.00 is required in certain courses.
2. Complete the general education requirements for the degree chosen.
3. Fulfill the specialized requirements for the degree chosen.
4. If seeking an associate degree, complete in residence at Augusta College a minimum of 30 quarter hours of academic credit. If seeking a baccalaureate degree, complete in residence at Augusta College a minimum of 45 quarter hours of academic credit in courses numbered 300 and above. At least 30 quarter hours of this credit must be earned after achieving senior status. Students majoring in medical technology must have the equivalent of their junior year in residence, the fourth year being taken at one of the several approved hospital schools of medical technology affiliated with Augusta College. A student who has satisfied the foreign language requirements for his degree may count the courses taken during his junior and senior years

in any other foreign language, regardless of course numbers, toward his upper division (300-400 level) graduation requirements.

5. Fulfill the Special Legislative, University System of Georgia, and physical education requirements.
6. Secure credit for Humanities 223.
7. File with the Registrar an application for graduation no later than the mid-term date of the quarter preceding the final quarter of course work.

GENERAL DEGREE REQUIREMENTS

Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the President or the Dean, degree candidates must attend graduation exercises.

A degree candidate is subject to degree requirements in effect at the time of his admission. However, a student who is not enrolled for two or more consecutive years must satisfy requirements in effect at the time of his re-admission.

A student returning to Augusta College, after having transferred to another institution for two or more quarters, must comply with degree requirements in effect at time of re-admission.

ADDITIONAL BACCALAUREATE DEGREE

A student holding a baccalaureate degree from an accredited college or university who wishes to work for another degree must complete the minimum residence requirements of the College (45 quarter hours of course work in courses numbered 300 or above with an average grade of C or better) with at least 45 hours of resident credit in excess of the requirement for the original degree. In addition he must complete the exact requirements of major courses, allied fields or minor, mathematics, and foreign languages. Special advisement from the office of the Dean should be sought by such persons.

SENIOR COMPREHENSIVE EXAMINATION

During the senior year, degree candidates may be required by their department to take a comprehensive examination. A department may use a nationally administered examination and require submission of the scores to the Registrar.

SPECIAL LEGISLATIVE REQUIREMENTS

An act of the 1953 session of the Georgia legislature provides that all graduates are required to have passed a satisfactory examination on the History of the United States, the History of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia. Examinations are administered during registration period of the fall and winter quarters. During the spring and summer quarters examinations are given only to graduating seniors by appointment with the Director of Testing.

Certain history and political science courses will satisfy this requirement. The course descriptions will identify these courses. The Augusta College student who fails to pass the examinations must present course credits in the area or areas failed.

PHYSICAL EDUCATION REQUIREMENTS

ASSOCIATE DEGREE

Each student is required to take 3 quarters of physical education which should normally be completed during his freshman year. Unless a waiver is granted, the requirement consists of Physical and Mental Health (PED 191) and two other courses to be selected from the physical education curriculum.

Waivers:

For the Associate Degree program waivers are the same as those for the Baccalaureate Degree program except students with medical statements may satisfy the requirement by taking Physical and Mental Health (PED 191) and one course in Sports Appreciation (PED 195-197).

BACCALAUREATE DEGREE

Each student is required to take 6 quarters of physical education which should normally be completed during his freshman and sophomore years. Unless a waiver (as outlined below) is granted, the requirement will consist of Physical and Mental Health (PED 191), one course in aquatics (PED 141 thru PED 159) and four other courses to be selected from the physical education curriculum. The electives may be repeated, but it is strongly suggested the student take advantage of this opportunity to develop a wide range of skills.

Waivers:

A) Veterans: Based on a minimum of one year of continuous active duty, veterans may present a copy of form DD 214 to the Registrar for verification, and be exempted from the Physical Education requirements.

B) Age: Students 25 years of age or older at the time of their first registration at Augusta College or at the time of their reenrollment after an absence of two or more years are not required to take physical education courses.

C) Night Students: Students who complete 50 percent or more of the courses required for their degree from courses scheduled after the seventh period are not required to take physical education courses.

D) Medical Statement: Students who present a medical statement from their physician stating they are not capable of activity type courses, may satisfy the requirement by taking three courses in Sports Appreciation (PED 195-197). The medical statement must be presented in person by the student to the Chairman of the Physical Education Department.

UNIVERSITY SYSTEM OF GEORGIA REQUIREMENTS

REGENTS TESTING PROGRAM

A student obtaining an undergraduate degree from any institution in the University System of Georgia must demonstrate basic competency in reading and writing. The student normally demonstrates this competency by making a satisfactory score in the Regents Testing Program, which was developed to assess students' skills in these areas.

All students registered at Augusta College are required to take the test required in the Regents Testing Program in the quarter after they have completed their 60th hour. They will be notified of the date and time of the testing session they are to attend by the Academic Dean.

Students who transfer into Augusta College with more than 60 quarter hours and who have not passed the test at another institution in the System must take the test before or during the second quarter in which they enroll in Augusta College. These students must get in touch with the Director of Testing early in the first quarter in which they are enrolled and make arrangements to take the test at its next administration.

Students who do not take the test at the designated date and time will not be allowed to register for subsequent quarters until they have taken the test.

Students who fail the test required in the Regents Testing Program shall retake the test after doing remedial work. These students are required to notify the Director of Testing of their need to take the test before mid-term of the quarter preceding that in which they propose to take the test.

Students may be allowed to demonstrate their competency by making a satisfactory score on another accepted test, such as the Cooperative English Test, but only in instances of extreme hardship. In these cases, the student's advisor shall advise the Director of Testing in writing of the nature of and reasons for the emergency at least two weeks in advance of the time at which the student proposes to take the substitute test.

CORE CURRICULUM

A core curriculum was developed by the University System of Georgia for the general purpose of aiding and facilitating the educational progress of students as they pursue baccalaureate degrees within and among the units of the University System. It provides the basic course of study that would normally be covered in the first half of a baccalaureate degree program.

The core curriculum includes ninety quarter credit hours of which sixty are in general education and thirty in a major area of study. It is divided into four areas, with twenty credits in each of the three general studies areas. A student who completes the requirements of the core, or any area of the core, will have the assurance that credit for all of this work would transfer to another unit of the University System.

All candidates for the bachelor's degree at Augusta College must satisfactorily complete the three general areas of the core curriculum as well as the fourth area in their major field. The course requirements in

the three areas are listed below. The fourth area is covered in detail in the section of the catalog describing the various undergraduate programs.

Area I—Humanities—20 Hours Required

<i>Courses</i>	<i>Hours</i>
English ¹ 101 & 102, or English 101 & 111 ²	10
Humanities 221 & 222	10

*Area II—Mathematics & Natural Science—
20 Hours Required*

<i>Courses</i>	<i>Hours</i>
Mathematics (5-10 hours required)	
Mathematics 101 or 102	5-10
Mathematics 111	5
Mathematics 121 & 122	10
Mathematics 201	5
Sciences (At least one 10-hour sequence required)	10-17
Biology 101 & 102; or Chemistry 101 & 102, or Chemistry 101 & 245, or Chemistry 105 & 245; or Physical Science 101 & 102; or Physics 201 & 202, or Physics 211 & 212; or Geology 101 & 102.	

Area III—Social Science—20 Hours Required

<i>Courses</i>	<i>Hours</i>
History 211 or 212	5
Political Science 101 or 201	5
Choose two of the following:	10
Anthropology 101 or 201	
Economics 101, 102, 103	
History 115, 116, 211, or 212	
Political Science 201	
Psychology 101	
Sociology 101, 202, 204, 221	
Philosophy 101	

¹A grade of C or better is required in English 101, 102, and 111.

²Advanced placement credit for English 101 is given upon satisfactory completion of English 111.

Area IV—All Baccalaureate Degrees—30 Hours Required

See discussion of major program in Undergraduate Programs section of this catalog for selection of courses that satisfy this requirement.

ADVANCED PLACEMENT

CREDITS AND COURSE CREDITS BY EXAMINATION

Traditionally, college credits are earned through attendance in scheduled formal classes or laboratory sessions or a combination of the two. More flexible recent trends in education are toward the granting of college credits based on performance in examinations. This enables an individual who has acquired learning in nonformal and nontraditional ways to demonstrate the level of academic achievement. Augusta College, in its recognition of scholarship on the secondary and pre-college level, has for some time subscribed to the policy of credit by examinations, e.g., College-Level Examination Program (CLEP), and Advanced Placement Tests.

The policy has been expanded to include *course credits by examination*. In effect this policy permits the examinee, under the conditions set forth, to challenge for credit any formally structured lecture or laboratory course listed in the current Augusta College *General Catalog*.

COURSE CREDIT BY EXAMINATION

The student must be enrolled with Augusta College or the Medical College of Georgia and in good academic standing at the time application is made for course credit by examination. Where credits have been earned by examination in an advanced course that has prerequisites, the department concerned will rule on whether prerequisites have been satisfied. When an attempt to gain credit by course examination has failed, the challenge may not be repeated within one year. This is in accordance with the practices of national testing services.

Subject to departmental review, course credit by examination is not granted if the student has attempted a related course or has received credit by examination in the same course. The definition of a "related" course is a matter for departmental determination. A department may use any one of several type tests when a student applies for credit by examination: (1) CLEP Subject Examinations, (2) examinations pro-

duced by professional societies with published national norms, or (3) tests developed by the department.

(1) CLEP Subject Examinations: These tests have been developed for widely taught undergraduate courses. They are essentially end-of-course examinations and in academic areas where they are available are strongly recommended. The office of Director of Testing will obtain and administer the objective part of the examination. The department may also require the student to take the essay exam which is available at no extra cost and is graded by the department. Fees are established by the College Entrance Board.

(2) Professional Examinations: Although these tests are not available in all disciplines, they are preferred over locally constructed exams since they are well researched and have national norms.

(3) Department tests: The content, administration, and scoring of these tests are placed under the jurisdiction of the separate and concerned departments. Department structured and administered tests will carry fee costs equal to the CLEP Subject Examinations. All department test fees are paid in the Comptroller's office. Current policies do not permit release time for faculty to administer these tests. However, this may be granted by the Academic Dean should the volume of testing warrant.

Documentation of all type of test results and recommendation for "credit by examination" will be through existing academic channels. In the case of departmental tests, approval will be required from the testing faculty member or members, the chairman of the department giving the test, and the academic dean.

Departments may assign a grade, other than pass or fail, to a student's performance on such tests; however, only "Credit by Examination" will be on the student's permanent record.

Departments may choose to require an additional oral examination, or other additional work, in cases where they feel this type of validation is warranted. The oral examination should be conducted by a departmental committee.

The quarterly registration period is recommended for the administration of departmental examinations. Special requests for exemption examinations may be handled at the department's discretion.

Procedurally, any student who wishes to challenge a course for credit must discuss the matter with the appropriate department. If he wishes to pursue his challenge and CLEP Subject Examinations are to be used, he will make application in the office of the Director of Testing not later than the end of the second week of the quarter. All departmental test fees are paid in the Comptroller's office. No refunds will be issued but with

departmental approval the test may be rescheduled. Department chairmen are responsible for filing the "Report of Credit by Examination" with the Registrar's office.

STATE LEGISLATIVE EXEMPTION EXAMINATIONS

No academic credit is given for taking the State Legislative Exemption Examinations. These examinations are scheduled and administered quarterly by the Office of Director of Testing.

THE CLEP (COLLEGE LEVEL EXAMINATION PROGRAM) EXAMINATIONS

Augusta College has been approved as a National Testing Center for the CLEP. This program is designed to award college credit to mature students who have picked up knowledge in a variety of academic fields although they have not taken formal courses in the area.

Based upon the national sampling of sophomores (1963 test), Augusta College awards credit on the General Examination if the applicant scores on or above the 35 percentile. A maximum of 30 quarter hours can be received for satisfactory completion of the CLEP.

Awarding of the credit is subject to the following provisions:

- (a) Credit cannot be given for CLEP until the person has applied and is accepted at Augusta College.
- (b) No credit is given for a course in a field if the student has previously failed a course in that field.
- (c) No credit can be given for a course if the student has already received college credit for the same course or a course in the same field.
- (d) No credit can be given for a course if the student is currently enrolled in the same or a similar course.
- (e) If student scores in the 35th percentile or higher on English (test one) his name and score will be furnished to the chairman of the English Department who will require a writing sample and make final determination of credit to be given.

ADVANCED PLACEMENT

Augusta College recognizes the CEEB Advanced Placement Examinations administered by high schools as a means of obtaining college credit. An Advanced Placement Examination grade of 5, 4, or 3 is required to receive credit. The departments concerned will determine the course or courses for which credit is to be granted.

OTHER EXAMINATIONS

Requests for credits by means other than the above described examination such as USAFI End of Course Examinations will be submitted to the department concerned with that discipline.

Oral examinations may be given if a physical disability makes it unduly difficult for the student to take a written examination.

APPEALS

Any variations or exceptions in the policies outlined above must be approved by the Academic Dean.

Undergraduate Programs



UNDERGRADUATE PROGRAMS

The previous section of the catalog listed the general requirements for the associate and bachelor degrees awarded by Augusta College. This section lists the various programs available in the undergraduate degrees and outlines the requirements that must be completed in accordance with the academic regulations stated in this catalog. A student is advised to consult with his academic advisor regularly on choice of major, selection of courses, and other academic matters.

Candidates, after completion of the required minimum number of quarter hours in appropriate courses and attainment of grades according to Augusta College and University System of Georgia regulations, are recommended by the faculty for degrees in their particular areas.

SELECTION OF MAJORS AND MINORS

A major concentration normally requires a minimum of 45 quarter hours. Grades below C are not accepted for a major concentration. At least one half of the major concentration must be completed in residence at Augusta College. Some departments (see departmental statements) require general education or cognate courses in addition to the core curriculum and major courses. Satisfactory completion of the major concentration is certified by the major department. A student pursuing a degree program may declare a multiple major, in which case a minor concentration will not be required. The student must complete all requirements for each major. Upon completion, the multiple major will be recorded on the permanent record.

A minor concentration normally requires a minimum of 25 quarter hours (Excepting the Bachelor of Business Administration Degree). Grades below C are not accepted for a minor concentration. Satisfactory completion of the minor concentration is certified by the minor department.

The Associate in Arts degree is offered with majors in criminal justice, nursing, general studies, and secretarial science. The Associate in Applied Science is offered in electronic technology.

Majors may be selected in art, elementary education, English, French, history, music, political science, psychology, Spanish, and sociology for the Bachelor of Arts degree.

Majors may be selected in biology, chemistry, mathematics, medical technology, and physics for the Bachelor of Science degree. A major in special education leads to the Bachelor of Science in Education degree.

The Bachelor of Business Administration degree requires basic study in the arts and sciences and courses in accounting, economics, finance, management, and related areas.

The Bachelor of Music degree offers majors in performance and in music education.

Minor concentration may be chosen from anthropology, art, biology, business administration, chemistry, computer science, economics, education, English, French, general studies, history, mathematics, music, philosophy, physics, political science, psychology, sociology, social work, and Spanish. Once the minor field is selected the student should seek academic advisement for this concentration within the department in which he is minoring.

Teacher certification other than elementary education and special education may be obtained by minoring in education and majoring in a selected field of study.

SPECIAL STUDIES PROGRAM

The purpose of the Special Studies Program is to provide a curriculum that will increase the student's chances of achieving college level proficiency in basic academic subjects, to provide additional assistance in specialized subjects, and to help the student realistically assess his vocational and academic goals.

High school performance, scores on the College Board Scholastic Aptitude Tests, and scores on the Comparative Guidance and Placement tests determine whether a student needs Special Studies courses. The student may be required to take all of the Special Studies courses or he may be required to take only one or two courses in a particular academic area. Students who meet full admission requirements to the college may, for their own reasons, elect to take a portion or all of the Special Studies courses.

After consultation with an academic advisor, students are placed in appropriate courses. Students should consult the course offerings of the departments of education, English, and mathematics for a more detailed description of Special Studies courses (numbered 099 and below).

ASSOCIATE IN ARTS DEGREE PROGRAMS

Major in Criminal Justice

This program is designed to produce graduates who can enter the criminal justice profession with some understanding of the legal,

sociological, and psychological complexities of law enforcement. Consequently, the program is liberal arts oriented but contains a sufficient number of specialized courses to give the student a sense of professionalism and to qualify the graduate as a beginning professional. The curriculum consists of 90 quarter hours of which 25 are in specialized courses. In addition to the standard requirement of C in English 101 and 102, a minimum grade of C is required in Political Science 103, 303 and in Sociology 204, 331. A 2.00 minimum grade point average is required for graduation.

The program is appropriate for those already in law enforcement and for those planning to enter. For information or financial assistance under the Omnibus Crime Bill see "Careers in Law Enforcement" Page 97.

<i>Curriculum</i>		<i>Quarter Hours</i>
ENG 101-102	College Composition I and II	10
MAT 101 or 102	Freshman Mathematics I or II	
or	or	
MAT 121	Finite Mathematics I	5
LAB SCI 101-102	Biology, Chemistry or Physical Science	10
HIS 211 or 212	American History I or II	5
POL 101	American Government	5
PSY 101	Principles of Psychology	5
SOC 101	Introductory Sociology	5
POL 103	Introduction to Criminal Justice	5
POL 303	Selected Problems in Criminal Justice	5
SOC 202	Contemporary Social Problems	5
SOC 204	Society, Law, and the Criminal	5
SOC 331	Criminology	5
PSY 337	Abnormal Psychology	5
Social Science Electives		10
General Elective		5
PED	Physical Education and Health	6
	TOTAL	96

Major in Nursing

The primary aim of the Nursing Education Department is to educate the individual as a person, as a citizen, and as a worker. The nursing

curriculum seeks to prepare for technical nursing in such a manner that graduates will be eligible to take the registered nurse licensing examination and be able to give patient-centered nursing care as beginning general duty nurses.

Upon successful completion of the program the graduates are awarded the Associate in Arts degree.

The program is approved by the Board of Examiners of Nurses for Georgia and is also accredited by the National League for Nursing.

In addition to the requirements for admission to the College, the applicant must submit a medical record completed by a licensed physician.

A personal interview with a designated representative of the nursing faculty to discuss enrollment plans and career goals is requested.

Chemistry (and/or special permission from the Department Chairman) is a prerequisite for admission to the program.

A minimum grade of 2.00 must be maintained in each of the courses in the nursing sequence and in Biology 111 and 112. A grade of F in either Biology 111 or 112 will automatically preclude the student from registering for the subsequent quarter as a nursing major.

In addition, nursing majors are required to maintain a minimum overall GPA of 1.95 in order to continue into the sophomore year. A 2.00 minimum is required for graduation.

		<i>Quarter Hours</i>
<i>Freshman Year</i>		
BIO 111	Anatomy and Physiology I	5
BIO 112	Anatomy and Physiology II	5
BIO 311	Introductory Microbiology	5
ENG 101	College Composition I	5
NUR 101	Nursing I	7
NUR 102	Nursing II	8
NUR 103	Nursing III	8
PSY 101	Principles of Psychology	5
PSY 311	Developmental Psychology	5
PED	Physical Education	<u>2</u>
	TOTAL	55

		<i>Quarter Hours</i>
<i>Sophomore Year</i>		
ENG 102	College Composition II	5
HIS 211	American History I	5
or	
HIS 212	American History II	

NUR 201	Nursing IV	8
NUR 202	Nursing V	8
NUR 203	Nursing VI	8
NUR 204	Nursing VII	1
PED	Physical Education and Health	1
POL 101	American Government I	5
SOC 101	Introductory Sociology	<u>5</u>
	TOTAL	46

Major in Secretarial Science

This program provides a background in general education and it gives the student a basis of knowledge of the underlying principles and philosophy of business. The curriculum is designed to train personnel for business who have a high degree of competency in the skills necessary for a successful career. Emphasis is placed upon the secretarial skills with a specialization in office administration. The curriculum consists of 93 quarter hours and a 2.00 minimum grade point average is required for graduation.

		<i>Quarter Hours</i>
<i>Freshman Year</i>		
ENG 101-102	College Composition	10
ECN 101	Principles of Economics	5
SSC 101-102-103	Typewriting	6
SSC 331-332-333	Shorthand	9
SSC 325	Secretarial Practice	5
BUS 211	Principles of Accounting I	5
POL 101	American Government	5
PED	Physical Education and Health	<u>2</u>
	TOTAL	47

<i>Sophomore Year</i>		
HIS 211 or 212	American History I or II	5
MAT 121	Finite Mathematics or	
MAT 205	Mathematics of Finance	5
SSC 435	Business Machines	5
SSC 425	Supervised Office Experience	5
SSC 431	Advanced Dictation and	
	Transcription	5
SOC 101	Introduction to Sociology or	
PSY 101	Principles of Psychology	5

BUS 301	Business Law,	
BUS 363	Principles of Management, or	
SSC 335	Medical Terminology	5
Select 5 hours from following		5
ENG 271		
ENG 241		
SPC 101		
PED	Physical Education and Health	1
	Elective	5
	TOTAL	<u>46</u>

Major in General Studies

This program is offered to provide a structured two year degree program for the student who can not plan to complete a four-year college program. It provides the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

The requirements for the degree would include at least twenty quarter credit hours in each of the following areas: English and humanities, mathematics and science, and social science. These correspond to the three areas of the Core Curriculum described in the previous section of this catalog.

In addition there would be required a minimum of thirty hours in courses specified as fulfilling the Area IV of the Core Curriculum for a particular major offered at Augusta College. The specific courses are listed under the particular major in the bachelor degree section of this section of the catalog.

The other degree requirements are those listed under Graduation Requirements in the previous section of the catalog.

ASSOCIATE IN APPLIED SCIENCE DEGREE

Major in Electronic Technology

This two-year career-oriented program draws on the combined resources of Augusta College and the Augusta Area Technical School. It consists of forty-five quarter hours in traditional academic courses at Augusta College, and the applied science courses required to complete the degree program at the Augusta Area Technical School. The technical electives available would be chosen in a particular area of speciali-

zation to allow the student to specialize in one of the following: power, computers, high frequency communication and transmission, instrumentation, and industrial control systems.

The specific curriculum would include the following courses:

Mathematics 111, History 211 or 212, Resistive Circuits 131*, Electronic Devices 141*, Electronic Drafting 111*, English 101, Mathematics 201 or Mathematics 221 or Computer Science 235, S.T.C. Circuits 132*, Pulse Circuits 142*, Physics 201, Physics 202, Network Analysis 231*, English 271, Economics 101 or Speech 101 or Psychology 101, Electronics 241*, Political Science 101, plus ten credits of technical electives* in one of the areas of specialization listed above.

The courses indicated with asterisks are offered by the Augusta Area Technical School.

Evaluation of experience in terms of course credit would be done by a coordinating committee of representatives from Augusta College, Augusta Area Technical School, and Fort Gordon. The committee will determine the appropriate credits to be awarded.

BACHELOR OF ARTS DEGREE PROGRAMS

Major in Art

The Art Department provides instruction in the visual arts with a choice of concentrations: studio work, aesthetic development, or art teaching. The program is offered in sequence from fundamentals of design through a variety of media leading to the student selected individual creative and experimental projects or research. The aims of the program include preparation for a career in the arts, for advanced work and graduate study, as well as meeting the requirements for teacher certification.

Requirements for a major. Each student must complete thirty quarter hours in the Area IV of the Core Curriculum relating to Art. The credits are to be in Art 121, 122, 123, 221, 222, and 223. In addition to the general requirements of the College, the Art Department requires a major to complete with a grade of C or better a minimum of 45 quarter hours beyond the freshman level.

The usual sequence of courses for students desiring to concentrate in the area of studio work or aesthetic development begins with Prerequisites Art 121, 122, 123, the Studio Art 221, 222, 223, and Art History 211, 212, 213 plus a minimum of 15 credits selected from 300 to 400 level courses according to the emphasis desired.

Students concentrating in art education must take Art 351 and complete the education minor.

Major students are expected to participate and exhibit work in the annual student show plus a required senior exhibit of a significant collection of recent work to qualify for the degree.

Requirements for a minor in Art. Students are required to complete with a grade of C or better a minimum of 20 quarter hours selected from the following courses: Art 221, 222, 223, 211, 212, 213. Prerequisites Art 121, 122, 123.

Requirements for a minor in Education. Prospective teachers should consult the Department of Education about requirements for teacher certification.

Students who elect the teaching concentration must complete with a grade of C or better the following courses: EDU 204, EDU 302 or EDU 304, EDU 335 and 337 or EDU 336, EDU 456, EDU 436, EDU 491 and Art 351.

Major in Elementary Education

See the section under Teacher Education for a detailed description for all of the undergraduate programs in education.

Major in English

The Department of English provides instruction for all students through the English composition sequence (English 101-102) and through the humanities sequence (Humanities 221-222-223). For students electing a major or minor in English the department offers a variety of upperdivision courses in composition, language, and literature.

Requirements for a major. Each student must complete thirty quarter hours in the Area IV of the Core Curriculum relating to English. This includes ten to twenty credits in foreign language, with each student taking one foreign language through the 202 level. The remaining ten to twenty-three will be chosen from the following: Art 121, 122, 123, 211, 212, 213, 221, 222, 223, 225, Drama 225, English 271, 295, History 115, 116, 211, 212, Humanities 223, Journalism 101, Music 101, 102, 103, 111, 112, 113, 201, 202, 203, 211, 212, 213, 225, Philosophy 101, Psychology 101, Speech 101.

All English majors are required to take nine upper-division English courses including Shakespeare (English 455) and one course in each of the following categories:

1. English Literature Before 1660 (English 321, 325, 331 or 450)

II. English Literature After 1660 (English 335, 341, 343, 345, or 460)

III. American Literature (English 313, 351, or 355)

IV. Genre (English 405, 407, 410, 415, 420, 425, 430, or 435)

English majors who wish to become certified teachers are also required to take Advanced Composition (English 310), History of the English Language (English 309), and the courses under the Category III above. They must also take Teaching High School English (English 315) which does not count toward fulfilling the nine-course requirement for the major.

Requirements for a minor. The department requires minors to complete with a grade of C or better a minimum of five courses in the 300 and 400 series. The department recommends a distribution of four courses in the 300 series and one course in the 400 series.

Admission to a major or minor. A student who plans to major or minor in English must file application at the departmental office during the quarter in which he is enrolled in Humanities 223.

The department cannot assume responsibility for certifying to the College satisfactory completion of the major or minor requirements for a student who has not been formally accepted.

Major in History

The Department of History, Political Science and Philosophy offers several major and minor programs. All courses submitted for credit in major or minor concentrations must carry a grade of C or better. Selection of courses and the sequence in which they are taken is to be made in consultation with the designated academic advisors in the Department.

Requirements for a major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to history. This includes twenty credits in a foreign language through 202 or ten credits in a foreign language through 102 plus MAT 221 and CSC 235. The remaining ten quarter hours will be chosen from HIS 115, 116, 211, 212, ANT 101, ECN 101, GGY 101, PSY 101, POL 101, 201, 202, SOC 101.

All history majors are required to earn acceptable credits in History 115, 116, 211, and 212, or their equivalents, and forty-five hours from the offerings on the 300 and 400 levels. Concentration of more than three courses in any field of history on the upper division level is discouraged.

In addition to meeting the minimum language requirements (Area IV, Core Program), the student contemplating study beyond the bac-

calaureate is encouraged to complete through the intermediate level in a second foreign language.

Requirements for a history major with a minor in secondary education (prospective teacher). Completion of the core program for a Bachelor of Arts, completion of the non-history required courses for the junior and senior years, completion of forty-eight (48) quarter hours from the departmental offerings on the 300 or 400 level. Work in history is to include History of Georgia, History 456, and two courses from each of the fields of Europe, Far East, Latin America, and the United States.

Requirements for the standard minor in history. Ten quarter hours prerequisite chosen from HIS 115 or 116 and HIS 211 or 212. Twenty-five quarter hours selected from 300-400 level offerings. Concentration of more than two courses in any field of history on the 300-400 levels is discouraged.

Requirements for a history minor with a major in elementary education. Prerequisites HIS 115, 116. Required HIS 211, 212, and 15 quarter hours selected from HIS 337, 382, 392, 418, 470, and 477.

Requirements for a social science minor with a major in elementary education. Prerequisites HIS 115, 116; HIS 211, 212; PHY 101; PSY 341 or 373; and one five quarter hour course in sociology numbered above 199.

Major in Modern Languages (French and Spanish)

Requirements for a major in French or Spanish. Each student majoring in French or Spanish must complete thirty credits in Area IV of the Core Curriculum relating to the major. Each student must earn five to twenty quarter hours through FR 211 or SP 211, whichever is the major. The remaining ten to twenty-five quarter hours to be selected from the following areas: a second foreign language, anthropology, art, drama, economics, geography, history, journalism, music, philosophy, political science, psychology, sociology, speech.

If the field is French or Spanish education the student must complete five credits in PSY 101 and in EDU 204.

All French and Spanish majors are required to complete with a grade of C or higher a minimum of forty quarter hours of French or Spanish courses, whichever the major, number 300 and 400.

Requirements for a minor in French or Spanish. Students wishing to minor in French or Spanish are required to complete with a grade of C or higher a minimum of twenty-five quarter hours of work beyond the intermediate level (FR 202 or SP 202).

Major in Music

The major in music under the Bachelor of Arts degree follows established guidelines for programs treating music as a subject within the framework of the liberal arts. It is recommended for those students whose interest in music is cultural rather than professional. Those students more interested in the professional degree should refer to the section describing the Bachelor of Music degree with majors in performance and in music education.

Each student majoring in music must complete thirty credits in the Area IV of the Core Curriculum relating to music. Twelve credits are to be in Music 101, 102, 103, 201, 202, 203 and eighteen credits in Music 111, 112, 133, 211, 212, 213.

Requirements for a major. In addition to the College's general requirements, each student must complete with a grade of C or better eighteen credits in Applied Music, six credits in Ensemble, twelve credits in Music History and Literature, and six credits in music electives which may include Applied Music but not Ensemble. In addition each student must have language proficiency through the 202 level in French, German or Spanish. This would normally call for the earning of twenty credits in the language.

Requirements for a minor. Students selecting music as a minor must earn nine credits in Music 111, 112, and 113, three credits in Music 121, 122 and 123, twelve credits in Music 321, 322 and 323, and twelve credits in Applied Music.

Major in Political Science

A major and a minor in political science are both offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for credit in the major or minor must carry a grade of C or better. Political science majors are encouraged, insofar as it is feasible, to have a minor in history, sociology, or philosophy. Selection of courses and the sequence in which they are taken should be made in consultation with the designated academic advisors in the department.

The objective of the political science program will be focused on the study of politics, governments, governmental systems, and the making of public policy. The B.A. degree is offered to better prepare the citizen to exercise political responsibilities, and to ground the student for subsequent functioning in the public political system. The major is also

structured to prepare the student for post-graduate study in (a) political science, (b) professional schools of law, journalism, international relations, and public administration, and (c) for post-graduate work leading to specialized careers in research and teaching.

Requirements for a major. Completion of the general graduation requirements including thirty credits in the Area IV relating to political science. This requires zero to ten credits in a foreign language at the 100 or 200 level, and five credits each in Mathematics 221, Computer Science 235, Political Science 202. The remainder will be chosen from Economics 101, History 211 or 212, Philosophy 101, Psychology 101, and Sociology 101.

All political science majors are required to complete a minimum of forty-five additional credits from the 300 and 400 level political science courses.

Requirements for political science majors with a minor in secondary education (prospective teacher). See page

Requirements for a minor in political science. POL 101 or 201, and 202 plus twenty (20) quarter hours chosen from POL 301, 310, 311, 401, 402, 411, 431, 450.

Major in Psychology

Psychology is a discipline whose primary task is the scientific study of behavior. The Augusta College Department of Psychology assumes a threefold function. First, it offers a variety of courses and experiences designed to meet general academic needs of students in other disciplines, including minor area needs. Second, it provides an opportunity for those students wishing to major in psychology, but not planning to attend graduate school, to study the discipline within a liberal arts framework and to develop some appropriate skills via training opportunities. Third, it furnishes solid technical and theoretical background for those undergraduate majors who wish to pursue advanced degrees.

Requirements for a major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to psychology. This includes ten to twenty quarter hours in modern language or computer science and five quarter hours in Mathematics 221. The remaining credits will be selected from: ANT 101, 201, BIO 201, 202, 203, 204, ECN 101, 102, 103, 201, MAT 201, 202, 203, 205, PHY 101, 201, POL 101, 201, PSY 101, SOC 101, 202, 204, 221, SPC 101, 201.

All psychology majors are required to take a minimum of nine upper

division courses in psychology, a minimum of two to be chosen from each of the three categories listed below:

Experimental- Quantitative	Applied- Professional	General- Theoretical
322	245	361
351	311	405
480	337	442
495*	373	462
499*	443	475
	445	485
	495*	490*
	496	495*

*With approval of advisor.

Requirements for a minor in psychology. Completion of Psychology 101 and five other courses in psychology.

Major in Sociology

The major purposes of the Sociology Department are to orient students to the structure and functioning of the society in which they live; to develop further their appreciation of, and respect for, diverse groups within their culture and in other cultures; to stimulate constructive analysis of current trends in group activities; and to encourage further research in man's patterns of behavior.

A minimum grade of C is required in the introductory course for all students majoring or minoring in anthropology, sociology, or social work.

Requirements for a major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to sociology. This includes ten quarter hours in a modern language or computer science, five quarter hours each in PSY 101 and SOC 101. The remaining credits will be selected from ANT 101, 201, ECN 101, 102, 201, GGY 101, POL 103, 201.

All sociology majors are required to take a minimum of nine advanced sociology courses including SOC 422 and 434, a minor concentration of not less than twenty-five quarter hours, and fifteen quarter hours of electives.

The Department of Sociology offers minors in sociology, anthropology and social work.

Requirements for a minor in sociology. Completion of Sociology 101 plus five advanced courses in sociology.

Requirements for a minor in anthropology. Completion of Anthropology 101 plus five advanced courses.

Minor in Social Work

Requirements for a minor in social work. This curriculum provides preparation for: students who will be employed in social service careers; students who will be enrolled in graduate schools of social work; those persons already employed in social service to improve their skills; and supplemental study for persons involved in related areas of ministry, law, nursing, psychology, social administration, correction, public recreation programs, and health service administration.

Students selecting social work as a minor concentration are required to complete SOW 111, Introduction to Social Work, and five other courses in social work.

It is the responsibility of the student to initiate and maintain contact with his major advisor to insure supervision of the proper selection and sequence of courses.

Minor in Philosophy

A minor in philosophy is offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for the minor must carry a grade of C or better. Philosophy minors are encouraged to complete PHY 101 during their freshman year. Selection of other courses and the sequence in which they are taken should be made in consultation with the designated academic advisor in the department.

Minor in General Studies

The general studies minor consists of 30 quarter hours of course work in a variety of disciplines, 10 quarter hours of which must be taken in 300 or 400 level courses at Augusta College. Courses may not be chosen from the student's major field and they may not be used to satisfy the Core Curriculum or physical education requirements. The student's

advisor will approve the minor courses and sign the graduation form on which they are listed.

BACHELOR OF SCIENCE

For the Bachelor of Science degree in biology, chemistry, mathematics, medical technology, or physics, the following programs will be followed.

Students are advised to consult with faculty advisors in these major areas for requirements for the B.S. degree.

A minimum of 45 quarter hours of advanced study must be taken in the major field of study with no grade in the major below a C. Normally a minimum of 25 quarter hours must be taken in the minor field of study.

Major in Biology

The Department of Biological Sciences offers courses leading to a major or minor in biology. A major in this department will prepare a student for graduate work in several areas of biology and for study toward the M.D. degree. A minor in chemistry is strongly recommended for pre-medical and pre-dental students and those who aspire to undertake graduate studies in biology or related fields. A student wishing to prepare for secondary school teaching in biology should take a minor in teacher education and include PSY 101 in the program.

Requirements for the major. Completion of the general graduation requirements including thirty credits in the Area IV of the Core relating to biology. This includes five credits in Chemistry 103, ten credits in Biology 101 and 102, and fifteen credits from Biology 201, 202, 221, and 222. Mathematics 111 and 201 and Chemistry 101 and 102 are required if not selected in Area 11.

All biology majors are required to take BIO 301, 302, 304, 498, and three other advance courses in biology (BIO 311 not allowed). Also, ten quarter hours in a modern language or MAT 221 and CSC 235, PCS 201, 202, 203, twenty-five hours in a minor concentration, and five quarter hours of free electives (if chemistry is the minor, ten quarter hours of electives will be required).

A minor in biology consists of 25 quarter hours above the freshman level and must be arranged in consultation with the student's major department and the Biology Department in order to correlate with the major interest.

Students majoring or minoring in biology should see a biology faculty member as early in their career as possible.

Major in Chemistry

Professional Major in Chemistry

Requirements for the major. Completion of the general graduation requirements including thirty credits in the Area IV of the Core relating to chemistry. These would be selected as follows: ten to twenty-one credits in Chemistry 101, 102, 103, and 281; zero to fifteen credits in Mathematics 111, 201, 202, 203 and 204; zero to eighteen credits in Physics 201, 202, 203, 211, 212, and 213; and zero to twenty credits in Biology 101, 102, 201 and 202.

Required Chemistry courses are: CHM 101, 102, 103, 281, 341, 342, 344 or 442, 372, 373, 374, 421, 441, and 481. In some cases, changes may be approved by the Head of the Department. Majors should see their advisors each quarter for counselling to ensure correct schedules.

Non-Professional Major in Chemistry

General graduation requirements are listed above.

Required chemistry courses are: CHM 101, 102, 103, 281, 341, 342, 344, 442, 372, 373, 374, and five quarter hours from any of the 400 level chemistry courses. In some cases, changes may be approved by the Head of the Department. Majors should see their advisors each quarter for counselling to ensure correct schedules. This program is designed primarily for pre-medical and pre-dental students, and for students desiring to do graduate work in biochemistry.

Minor in Chemistry

Required chemistry courses are: CHM 101, 102, 103, 281, 341, 342, 371. In some cases, changes may be approved by the Head of the Department. Chemistry minors must have their proposed course-work approved by the Head of the Department of Physical Science as soon as the minor is declared.

Minor in Computer Science

A minor in computer science is offered within the framework of the Department of Mathematics and Computer Science. Students selecting computer science as a minor concentration will be required to complete CSC 235 and a minimum of twenty-two additional quarter hours in computer science. One course in applications of computer science to another discipline will be accepted in the minor.

Major in Mathematics

Students must complete the general graduation requirements including thirty credits in Area IV of the Core relating to mathematics. These credits include twenty credits in Mathematics 201, 202, 203 and 204, and ten to twelve credits from French 101, 102, 201, German 101, 102, 201, Chemistry 101, 102, 103, Physics 211, 212, 213, Biology 101, 102, and Computer Science 235.

Students selecting mathematics as their field of concentration must take a minimum of fifty-seven quarter hours of mathematics including the analytic geometry and calculus sequence, MAT 201-202-203-204, and MAT 241, symbolic logic and set theory. The remaining courses must have course numbers above 300. Students are expected to satisfy a language requirement consisting of ten quarter hours in one foreign language and credit in CSC 235. Also, a sequence in each of two different laboratory sciences must be completed.

A senior comprehensive examination in mathematics is a graduation requirement. Students should register for this examination at the Testing Bureau.

		<i>Quarter Hours</i>
<i>Freshman and Sophomore Years</i>		
ENG 101-102	College Composition	10
HUM 221-222-223	Humanities	15
MAT 111	Precalculus Mathematics	5
MAT 201-202		
203-204	Calculus and Analytic Geometry	20
MAT 241	Symbolic Logic and Set Theory	3
LAB SCI Option	Physics, Chemistry, Biology (Three courses in one field)	15-18
POL 101	American Government	5
HIS 211 or 212	American History I-II	5
SOC SCI Option	Anthropology, Economics, History, Psychology, Political Science, Sociology, Philosophy	10
PED	Physical Education and Health	6
TOTAL		94-97

<i>Junior and Senior Years</i>		<i>Quarter Hours</i>
MAT 302	Differential Equations	5
MAT 321-322	Modern Abstract Algebra I-II	10
Select approved courses from the following:		19-20
MAT 325	Probability and Statistics I	
MAT 326	Probability and Statistics II	
MAT 331	Theory of Numbers	
MAT 341	History of Mathematics	
MAT 381	Linear Algebra I	
MAT 382	Linear Algebra II	
MAT 401	Mathematical Analysis I	
MAT 402	Mathematical Analysis II	
MAT 435	Numerical Analysis	
MAT 451	Complex Variables	
MAT 481	General Topology	
MAT 490	Seminar in Third World Cultures	
MAT 495	Selected Topics	
MAT 496	Undergraduate Internship	
MAT 499	Undergraduate Research	
Language Option	French or German	10
CSC 235	Introduction to Computers and Programming	5
Lab Sci Option	Physics, Chemistry, Biology (Two courses in one field)	10-12
Minor Concentration	25
Electives	<u>8-4</u>
TOTAL		<u>92-89</u>

A minor in mathematics will consist of 25 quarter hours and must include MAT 201 and MAT 202. The remaining courses should be arranged in consultation with the student's major department and the chairman of the Department of Mathematics and Computer Science.

Major in Medical Technology

A student entering this program should express his interest as early as possible so his advisor can help him arrange his curriculum. The first three years will be in sciences and liberal arts, the fourth year, taken at an approved hospital, will involve clinical laboratory subjects.

Each student must complete thirty quarter hours in Area IV of the Core as follows: BIO 111 and 112, CHM 103, MAT 111 or 221, PCS 201 and either PCS 202 or 203. In addition the student must take BIO 112, 311, 301, 302, and 315. Ten quarter hours of a language or MAT 221 and CSC 235 are required. A total of 135 quarter hours are required before acceptance into the fourth year's program. Any deviation from this curriculum must be approved by the chairman of the Department of Biology and the Academic Dean.

The fourth year [12 months] will involve practical and didactic work in biochemistry, hematology, bacteriology, urinalysis, blood banking, parasitology, histological technique, serology and related subjects depending upon the particular hospital which the student attends.

Monthly stipends and board and room allowance are available during the fourth year. For details of this program the student should consult with the chairman of the Department of Biology.

Major in Physics

Requirements for a major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to physics. Required courses are MAT 202, 203, 204, PCS 213, DRW 170. MAT 111 and 201, CHM 101-102, and PCS 211-212 must be taken if not selected under Area II.

All physics majors are required to take PCS 301-302, 304, 310, 321-322-323, 401-402-403, 451-452-453, MAT 302, PHY 101.

A minor in physics will consist of 27 quarter hours. A grade of C or better must be earned in each of the courses. The chairman of the Department of Physical Science must approve the selection of physics courses.

BACHELOR OF BUSINESS ADMINISTRATION

The objectives of the Business Administration Department are to fulfill its obligations to the students through emphasis on general culture, effective citizenship, and professional competence. The Department seeks to provide the foundation for competent, responsible participation in business, the professions, and government; to develop an attitude of scientific inquiry, the ability to solve problems intelligently, and an awareness of cultural and economic changes as they impinge on modern society; to develop skills in making business decisions; and to encourage further intellectual inquiry.

Students who pursue the Bachelor of Business Administration degree may follow an accounting, economics, finance, management, marketing, business education, or executive secretarial emphasis. Since this is a diversified program no minor concentration is required.

The accounting emphasis provides a student with the preparation for both industrial and public accounting. The economics emphasis provides an understanding of our economy and its relation to the world situation with applied and theoretical economic study. The finance emphasis prepares one for positions in banking and other financial institutions and also in the management of business finance and investments. The management emphasis is designed to acquaint the student with the executive's role in decision making. Emphasis is given to problem-solving and case studies along with the application of business research. The business education emphasis is designed to prepare students for teaching careers in business for the secondary schools of Georgia. Completion of the requirements for this emphasis meets the certification requirements of Georgia.

The executive secretarial emphasis is offered to students wishing to prepare themselves specifically for executive secretarial or other highly responsible personal secretarial positions. A compact sequence of basic secretarial skills courses is also offered to students with non-business majors. A nation-wide demand exists for college graduates with a broad liberal arts background plus basic secretarial skills.

MINORS

The Department grants three minors.

A minor in economics will consist of ECN 101, 102, and 25 hours of 300 or 400 economics courses, arranged in consultation with the chairman of the Department of Business Administration.

A minor in business administration will consist of BUS 211, 212, ECN 101 or 102 and twenty quarter hours upper division work in consultation with chairman of the Department of Business Administration.

A minor in secretarial science will consist of SSC 101-102-103, SSC 331-332-333, SSC 325, BUS 211, ECN 101, and SSC 435.

COURSE REQUIREMENTS FOR BACHELOR OF BUSINESS ADMINISTRATION

Freshmen and Sophomore Requirements

Quarter Hours

Students will satisfy the college core curriculum requirements in consultation with a departmental advisor

Areas I, II, and III 60
 (Students should note that MAT 121 and MAT 122 or MAT 101 and MAT 205 and Economics 101 and 102 are prerequisites to taking courses in the common BBA Junior and Senior Curriculum. These courses also constitute graduation requirements for the BBA degree.)

Area IV (30 quarter hours as follows) BBA in Accounting, Economics, Finance, Management, Marketing, & Executive Secretarial

BUS 211-212	10
ECN 101 or 102	5
BUS 241	5
MAT 221	5
Select one course from the following:	5
CSC 235, ENG 271, ECN 103, ECN 201	

Area IV—Business Education:

SSC 101-102-103	6
PSY 101 Principles of Psychology	5
EDU 205 Foundations of Education and Educational Psychology	5
ECN 102 Principles of Economics II	5
SPC 101 Fundamentals of Speech	5
BUS 211 Principles of Accounting I	5
PED	6

Note: Students must have MAT 121 and MAT 122 and ECN 101 and 102 and PSY 101 or SOC 101 as prerequisites to taking courses in the common BBA Junior and Senior Core Curriculum.

Junior and Senior Years

<i>Common Curriculum</i>		<i>Quarter Hours</i>
ECN 315	Business Finance	5
ECN 322	Managerial Economics	5
BUS 301	Business Law I	5
BUS 353	Principles of Marketing	5
BUS 363	Principles of Management	5
Select three courses from the following:		15
BUS 302	Business Law II	
BUS 341	Business Systems Development	
BUS 373	Principles of Risk and Insurance	

BUS 375	Principles of Real Estate	
ECN 305	Money and Banking	
ECN 311	Labor and Industrial Relations	
	TOTAL	<u>40</u>

*Electives** 20

Note: HUM 223 must be included as a college graduation requirement.

Major Emphasis 30

Select one of the following concentrations: Accounting, Economics, Finance, Management, Marketing, & Executive Secretarial

		<i>Quarter Hours</i>
<i>Accounting</i>		
BUS 311-312	Accounting Theory	10
BUS 411	Cost Accounting	5
BUS 451	Federal Income Tax	5
Select two courses from the following:		10
BUS 421	Advanced Accounting I	
BUS 422	Advanced Accounting II	
BUS 471	Auditing	
BUS 481	Governmental and Institutional Accounting	
	TOTAL	<u>30</u>

Economics

ECN 451-452	Economic Theory	10
Select any four of the following:		20
ECN 425	Theory of Money and Financial Institutions	
ECN 431	International Economics	
ECN 440	Government and Business	
ECN 461	Evolution of Economic Thought	
ECN 471	Public Finance	
ECN 495	Selected Topics in Contemporary Economics Theory and Policy	
	TOTAL	<u>30</u>

*The Student in the Executive Secretarial concentration may have as few as 10 elective hours.

Finance

ECN 415	Advanced Corporate Finance	5
ECN 421	Investments and Market Analysis	5
ECN 425	Theory of Money and Financial Institutions	5
Select any three courses from the following:		15
BUS 311	Accounting Theory I	
BUS 373	Principles of Risk and Insurance	
BUS 375	Principles of Real Estate	
BUS 431	International Economics	
BUS 471	Public Finance	
TOTAL		<u>30</u>

Management

BUS 424	Production Management	5
BUS 434	Personnel Administration	5
BUS 464	Problems in Management	5
Select three courses from the following:		15
BUS 373	Principles of Risk and Insurance	
BUS 404	Case Problems in Marketing	
BUS 411	Cost Accounting	
BUS 463	Organization and Management	
ECN 421	Investments and Market Analysis	
ECN 440	Government & Business	
ECN 451	Economic Theory I	
TOTAL		<u>30</u>

Marketing

ECN 451	Economic Theory	5
BUS 402	Marketing Research	5
BUS 404	Case Problems in Marketing	5
Select three courses from the following:		15
BUS 406	Business Logistics	
BUS 408	Marketing Communication	
BUS 453	Retail Management	
ECN 452	Economic Theory II	
TOTAL		<u>30</u>

Executive Secretarial

SSC 101-102-103	Typewriting	6
SSC 331-332-333	Shorthand	9
SSC 325	Secretarial Practice	5
SSC 425	Supervised Office Experience	5
SSC 431	Advanced Dictation & Transcription	5
SSC 435	Business Machines	5
	TOTAL	<u>35</u>

TEACHER EDUCATION

Teacher Education at the College is a college-wide responsibility and function. Although the Department of Education coordinates the total program, students will combine work in the Department of Education with work in the various college departments depending upon their major and minor interests.

All teacher education programs at the baccalaureate level at Augusta College are fully accredited by the National Council for the Accreditation of Teacher Education. The College is a member of the American Association of Colleges for Teacher Education.

The standard four-year certificate for teaching in the State of Georgia is based on the baccalaureate degree including or supplemented by minimum professional requirements. This is referred to as the Teacher's Associate Professional Four-year (T-4) Certificate.

To qualify for this credential one must have completed an approved four-year curriculum designed for a specific teaching field and be recommended by the college in which the training is completed. Students who desire to teach should begin to plan in the freshman year to complete a specific program to satisfy all requirements.

Teacher education programs at Augusta College consist of a carefully planned sequence of studies in general education, a specific teaching field area, and professional education. A student should seek the advice of his assigned advisor in planning and completing his individual program. The student is additionally encouraged to participate in the activities of the club of his major field and the Student Georgia Association of Educators at Augusta College.

Planned teacher education programs at Augusta College leading to the bachelor's degree are available in the following areas: art, music, elementary education, special education, and the secondary teaching

fields of biology, business, chemistry, English, French, mathematics, music, history, physics, political science, and Spanish.

The Bachelor of Arts degree is awarded in art and elementary education.

The Bachelor of Arts degree is awarded in the secondary teaching fields of English, French, history (social studies), political science, and Spanish. The Bachelor of Science degree is awarded in biology, chemistry, mathematics, and physics. The Bachelor of Business Administration degree is awarded those planning to teach business courses. A major in special education leads to the Bachelor of Science in Education degree. The Bachelor of Music is awarded in music.

Students who wish to qualify for the Teacher's Associate Professional Four-year (T-4) Certificate must submit a formal application for admission to the Teacher Education Program during their sophomore year. The Department of Education determines the fitness of the applicant for entering the program. Students who have been accepted for the program must submit an application for student teaching during the fall quarter of their junior year.

Students are expected to complete a "September Experience" of two weeks in a public school during late August or early September prior to Student Teaching. This experience is designed to familiarize the student with teaching problems associated with the opening of school.

Graduating seniors are required to take the National Teacher Examinations—Commons and Teaching-Field tests—during the latter part of their senior year and to have results filed with Augusta College. This examination is required for employment in some school systems and is usually considered for admission to Graduate School. It is also required for In-Service Teacher Grants-in-aid by the Georgia State Department of Education.

French and Spanish majors who minor in secondary education are required to take the Modern Language Association Proficiency Examination in addition to the National Teachers Examination.

Renewal and Reinstatement of Teaching Certificates

Persons holding Georgia teaching certificates may renew or reinstate these certificates, whenever necessary, by earning course credit at Augusta College to fulfill State Department of Education Certification requirements. Persons desiring to do this must obtain approval of each course taken from the Certification Division of the State Department of Education.

BACHELOR OF ARTS

Major in Elementary Education

The elementary education major leads to an associate professional certificate to teach in the elementary schools from grades one through seven. In addition to the elementary major, it includes a minor in a subject field such as art, biology, chemistry, English, French, history, mathematics, music, physics, Spanish or social science. A general studies minor is also available to those students whose academic program and professional objectives indicate that a study of a variety of disciplines would be more appropriate than development of a second competency. The minor provides a supplementary teaching-field concentration designed to enhance the proficiency and teaching skill of the elementary teacher.

Requirements for a major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to elementary education. This includes EDU 204, SPC 101, PSY 101, HUM 223, and ten hours selected from ANT 101, 201, ART 121, 122, 123, BIO 101, 102, 203, 204, CHM 101, 102, 105, 245, DRA 225, ECN 101, 102, GER 101, 102, 201, 202, GGY 101, FR 101, 102, 201, 202, HIS 115, 116, 211, 212, MAT 102, MUS 111, 112, 113, POL 201, PHY 101, PSC 101, 102, SOC 101, SP 101, 102, 201, 202.

All elementary education majors are required to take forty-five quarter hours in teaching field courses including a minor concentration of twenty-five quarter hours outside of education. Select teaching field courses from EDU 471*, MAT 425*, ART 351, ENG 303, MUS 351, PED 351 or other courses appropriate to major and approved by advisor.

Professional education and supporting courses: forty-five quarter hours selected from EDU 302, 304*, 330, 333, 335*, 343, 352*, 353, 354, 404, 422, 435*, 460*, 491*, 495.

*Required course.

BACHELOR DEGREE IN TEACHING FIELDS

Secondary Education (7-12)

Approved programs designed to prepare teachers for grades 7-12 lead to the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree with majors in specific teaching areas and a minor in secondary education. Students completing these programs should plan to meet departmental requirements by working closely throughout their program with both the major department and the

Education Department. Completion of one of the planned programs—with the recommendation of the chairman of the Education Department—qualifies the student for a teacher's associate professional four-year certificate in Georgia.

Beginning with the sophomore year, students must work closely with the Education Department staff in meeting prospective teacher and departmental requirements.

Major Programs

See specific, approved prospective teacher programs as applicable for the various majors. Follow approved programs only for teacher certification.

Professional Education Sequence

The following courses constitute the professional education sequence in the approved secondary programs and meet minor requirements in secondary education:

EDU 205 Foundations and Educational Psychology (Area IV of Core)
EDU 337 High School Curriculum (EDU 336 for Fine Arts majors)
EDU 436 Secondary Student Teaching
EDU 456 Secondary Materials and Methods
EDU 457 Assessment and Evaluation of Learning
EDU 458 Problems in Curriculum and Instruction
EDU 459 Synthesis

Special methods of teaching in the major field may also be included as a part of the major or minor, see academic major.

Major Courses

The following courses in the teaching field must be included in the degree program; consult your advisor:

Biology

Select 3 of the following: BIO 201, 202, 221 or 222

BIO 301, 302, 304, 456, and 498

Select 3 or 4 additional upper division biology courses.

CHM 101, 102, 103

PCS 201, 202, 203

Consult Department of Biology for Area IV Core requirements.

Business (Option I)

ECN 101, 102

Select one of the following:

ECN 103

ECN 201

BUS 241

SPC 101

BUS 211, 212, 301, 456

SSC 101, 102, 103, 325, 331, 332, 333, 425, 431, 435

ENG 271

Consult Department of Business Administration for AREA IV Core requirements.

Business (Option II)

ECN 101, 102, 305

SPC 101

BUS 211, 212, 301, 311, 312, 353, 363, 435, 456, and 241 or CSC 235

ENG 271

SSC 101, 102, 103, 435

Consult Department of Business Administration for AREA IV Core requirements.

Chemistry

CHM 101, 102, 103, 281, 341, 342, 344, 372, 373, 374,
442, 456, and one additional 400 level CHM course.

MAT 201, 202, 203

BIO 101, 102

PCS 201, 202, 203

Consult Department of Physical Science for Area IV Core requirements.

English

ENG 309, 310, 315, 351, 355, 455

Select four (4) additional courses as outlined by the

English Department

Consult Department of English for Area IV Core requirements.

French

FR 211, 301, 302, 305, 456, 481,

Select five (5) additional French courses from 400 series.

Consult Department of Modern Languages for Area IV Core requirements.

History

HIS 115, 116, 211, 212, 456, 479

Select ten (10) quarter hours from each of the following areas: Europe, Far East, Latin American, United States.

ECN 101

Consult Department of History, Political Science and Philosophy for Area IV Core requirements.

Mathematics

MAT 111, 201, 202, 203, 204, 241, 302, 321, 322, 431, 456

Select fifteen (15) additional hours of upper division mathematics courses.

PCS 211, 212

Consult Department of Mathematics for Area IV Core requirements.

Physics

PCS 211, 212, 213, 301, 304, 321, 322, 451, 452, 453, 456

MAT 201, 202, 203, 204, 302

CHM 101, 102, 103

BIO 101

Consult Department of Physical Science for Area IV Core requirements.

Political Science

POL 101, 201, 202; 301 or 431; 310, 311, or 312; 401, 402, or 403; 411; 450; 425 or 426.

Select fifteen (15) additional hours of 400 or 400 level political science courses.

HIS 211, 212, 456.

Select fifteen (15) hours from SOC 101, ECN 101, GGY 101, ANT 101, PHY 101.

Consult Department of History, Political Science and Philosophy for Area IV Core requirements.

Spanish

SP 211, 301, 302, 305, 456, 481

Select five (5) additional Spanish courses for 300 and/or 400 series.

Consult Department of Modern Languages for Area IV Core requirements.

All Level Fields (1-12)

Completion of an all levels program qualifies one for teaching in grades 1-12.

Art

ART 121, 122, 123, 221, 222, 223, 311, 312, 313, 351,

Art Electives 10-20 hrs.

EDU 205; 302 or 304; 336, 456, 436, 491

Consult Department of Fine Arts for Area IV Core requirements.

Music

MUS 101, 102, 103, 201, 202, 203, 111, 112, 113, 211,
212, 301, 302, 303, 401, 402, 403, 411, 412, 461, 462,
371, 372, 373, 374, 375, 313, 314, 321, 322, 323, 421,
422, 423; 352 or 456.

EDU 205, 302 or 304, 336, 456, 436, 491

Consult Department of Fine Arts for Area IV Core requirements.

Special Education

A major in special education leads to a Bachelor of Science in Education degree.

The special education major leads to a professional certificate to teach the educable mentally retarded at all levels—kindergarten through high school. In addition to work specifically pertaining to mental retardation there are many supporting courses found in the elementary curriculum. It is imperative that the teacher of the retarded be very familiar with the child of average intellectual ability as well as the mentally retarded child, in order that comparisons and adaptations of methods be made.

Requirements for the major. Each student must complete thirty quarter hours in Area IV of the Core Curriculum relating to special education.

These include BIO 203 and 204, EDU 204, HUM 223, PSY 101, SPC 101.

In addition to the college core requirements the special education major should take EDU 302, 304, 335, 343, 404, 435, 438, 460, 461, 462, 463, 471, 491, ENG 303, ART 351 or MUS 351, PSY 337 or 455, and fifteen quarter hours selected from EDU 330, 352, 354, 422, 495, MAT 425, PED 351.

BACHELOR OF MUSIC

The Bachelor of Music degree is offered by the Department of Fine Arts with a major in performance and a major in music education.

The student majoring in performance must complete the general graduation requirements for the bachelor's degree plus the completion of Area IV of the Core relating to music. This consists of thirty credits in the following courses, Music 101, 102, 103, 201, 202, 203 and Music 111, 112, 113, 211, 212, and 213. The student majoring in music education will complete Education 204 in place of Music 213.

The student majoring in performance must earn, in addition to the courses listed above, the following:

Major: Performance	
Literature	6
Applied Music	24
Senior Recital	3
Ensemble	12
Advanced Theory and Counterpoint	9
Orchestration	6
Conducting	6
Form and Analysis	4
Music History and Literature	12
Music Electives	15
Academic Electives	15
Foreign languages required of voice majors	

The student majoring in music education must complete the following in addition to the requirements listed previously.

Major: Music Education	
Applied Music (2)	24
Ensemble (1)	6
Advanced Theory (3)	6

Orchestration (2)	4
Conducting (3)	6
Music History and Literature (4)	12
Music Methods—Supplementary Instruments (2)	10
Minor: Education	
<i>Secondary</i>	
EDU 304 Educational Psychology	5
EDU 336 Curriculum and Aesthetic Development	5
MUS 456 Music Methods	3
EDU 456 Materials and Methods	3
EDU 436 Student Teaching	12
EDU 492 Seminar	3
<i>Elementary</i>	
EDU 302 Human Growth and Development	
or	
EDU 304 Educational Psychology	5
EDU 336 Curriculum and Aesthetic Development	5
MUS 352 Materials and Methods	3
EDU 435 Student Teaching	12
EDU 491 Seminar	3

In addition to the course requirements, the following departmental requirements must also be completed for the Bachelor of Music degree.

1. Attendance at departmental required recitals for full credit in applied music.
2. Recital performance during the junior year of ½ a standard recital program, and during the senior year of a full recital program.
3. A basic knowledge of piano as demonstrated by a proficiency examination covering the following material:
 - a. Vocalists and non-keyboard instrumentalists:
Major and minor scales, 2 hands, 2 octaves, 8th notes, with metronome setting of 120 to the quarter note.
Bach 2 pt. Invention. First movement of any selected Sonatina by Clementi, Kuhlau, Mozart, Haydn, or equal.
 - b. Organists:
Equal to completion of Applied Music 203 (piano).

NOTE: Class or preparatory piano should be included in the candidate's curriculum until such examination is passed.

4. Entering freshmen and transfer students will be given a placement audition for credit in their applied major. Applied music (non-credit) may be taken without audition.
5. Participation in approved ensembles as recommended by department chairman or advisor.

PRE-PROFESSIONAL PROGRAMS

Students interested in continuing their education in graduate or professional schools should communicate this desire to their academic advisors early in their careers at Augusta College.

Suggestions for obtaining advice are made in the following descriptions.

Pre-Engineering

A pre-engineering program is offered at Augusta College which includes most of the required courses for freshmen and sophomores at colleges of engineering.

Pre-engineering students should take the following:

CHM 101-102	General Chemistry	10
CHM 103	Introduction to Analytical Chemistry	5
CSC 235	Introduction to Computers and Programming	5
DRW 170	Introduction to Visual Communication and Engineering Design I	3
MAT 111	Precalculus Mathematics	5
MAT 201-202	Calculus and Analytic Geometry I-II	10
203-204	Calculus and Analytic Geometry III-IV	10
MAT 302	Differential Equations	5
PCS 211-212-213	Physics	18

Students should consult with their academic advisors in selecting electives. Students who plan to graduate within the University System of Georgia should elect courses to complete Areas I and III of the Core.

Pre-Law

The Political Science faculty will advise students interested in studying law and will provide information on pre-law training, law school admission policies, examinations and other pertinent information.

The student also may be assigned an advisor in another subject-matter area, such as history or business administration, in which he has chosen to major in pursuing his pre-law program.

Pre-Medical, Pre-Dental, and related Allied Health Fields:

Because of Augusta College's close proximity and working relationship with the Medical College of Georgia students can easily obtain advice on admission requirements, curricula, financial aid, and other matters pertaining to programs offered by the Medical College of Georgia.

Pre-Medical

Medical schools normally require a minimum of one academic year (3 quarters, 2 semesters) of: inorganic chemistry, organic chemistry, biology (with laboratory), and physics. In addition, general liberal arts courses are required to make the total hours taken equivalent to three full academic years.

Pre-dental

Dental schools normally require a minimum of two quarters of inorganic chemistry, one quarter of organic chemistry, two quarters of biology (with laboratory), and two quarters of physics. In addition, general liberal arts courses are required to make the total hours taken equivalent to two full academic years.

An undergraduate degree is not specifically required by either Medical or Dental Schools but it does increase the student's chance of admission. Students are advised to contact the pre-medical or pre-dental advisor in either the Department of Biology or the Department of Physical Science for additional information.

Allied Health Sciences

Augusta College offers programs leading to an Associate of Arts degree with a major in nursing and to a Bachelor of Science degree with a major in medical technology. In addition, the necessary liberal arts courses are available to prepare the student to enter Allied Health programs provided by the Medical College of Georgia, i.e., Dental Hygiene, Medical Record Administration, Medical Technology, Occupational Therapy, Physical Therapy, Physician's Assistant, and Radiologic Technology.

These programs normally require the student to complete 90 quarter hours of general liberal arts courses prior to enrollment at the Medical College.

A member of the Department of Biology should be contacted for specific information, and the student is urged to contact the specific department of interest at the Medical College early in his enrollment at Augusta College.

Pre-Optometry

The requirements for admission to the schools and colleges of optometry are variable. Typically, the requirements include courses in English, mathematics, physics, chemistry, and biology or zoology. Some schools and colleges have requirements in psychology, social sciences, literature, philosophy, and foreign languages.

The pre-optometry requirements represent a minimum of two academic years of study, all of which may be taken on this campus.

For specific information and for assistance in planning a course of study in pre-optometry, contact the pre-optometry advisor in the Department of Biology.

Pre-Pharmacy

Students interested in pharmacy should contact the pre-pharmacy advisor in the Department of Biology.

Pre-Veterinary Medicine

Students interested in veterinary medicine should contact the pre-veterinary advisor in the Department of Biology.

Graduate Schools

Students who plan to continue study beyond the bachelor's degree should consult regularly with advisors in their major fields regarding requirements of various graduate schools and their programs.

Careers in Law Enforcement

Under provisions of the *Omnibus Crime Control and Safe Streets Act of 1968*, Augusta College has been authorized by the Department of Justice to encourage and financially assist persons who wish to continue careers in police administration, law enforcement, correction, rehabilitation, probation, and allied fields.

Several baccalaureate degrees and the Associate of Arts with a major in criminal justice, as well as many individual courses, are acceptable under this program.

Financial assistance is in the form of tuition grants to students already in law enforcement and in loans to students planning careers in law enforcement.

Those persons interested in this program should contact the Department of Sociology.

Graduate Programs



GRADUATE PROGRAMS

Augusta College offers graduate study in administration, elementary education, health services administration, psychology, reading, special education stressing the educable mentally retarded, and telecommunication systems management. The fields of concentration in secondary education include English, mathematics, and social sciences.

The degrees awarded are Master of Business Administration, Master of Education, and Master of Science.

Admission Policies. For admission to Graduate Studies the applicant should have: completed requirements for the bachelor's degree in an accredited college, a grade point average of 2.5 on a 4.0 scale, satisfactory scores on the Graduate Record Examination or the National Teacher's Examination or the Admission Test for Graduate Study of Business, whichever is appropriate, an undergraduate major in the proposed field of study or otherwise have completed prerequisites set by the department. Letters of recommendation and transcripts should be forwarded to the Office of the Director of Graduate Studies.

Those who fail to meet one or more of the standards required for admission or who do not wish to pursue a degree program may be admitted under conditions specified at the time of admission by the department chairman and the Director of Graduate Studies, subject to the approval of the Graduate Council. The department chairman refers to the department in which the student is taking his primary concentration of work.

Advisement. Upon admission to Graduate Studies each student will be assigned an advisor by his department chairman. The preferences of the student for a particular advisor should be considered. Upon admission to candidacy, each student will be assigned an advisory committee by the Dean. This committee will ordinarily consist of the student's advisor, at least one other member of the graduate faculty from the department of specialization and at least one other member outside that department.

Admission to Programs and Candidacy. An application for admission to candidacy for a master degree should be submitted to the Director of Graduate Studies not earlier than the completion of fifteen quarter hours of satisfactory graduate work, and not later than the first week of the final quarter in which the student is to be enrolled. Provisional and Military Graduate Students must petition the Director of Graduate Studies, through their academic advisors, to be admitted to a particular course of study leading to a Master degree on or before the time they complete twenty quarter hours of admissible graduate credit. In any case, no more

than twenty quarter hours of graduate credit earned prior to the student's being accepted as a regular graduate student may be counted toward a graduate degree program.

To be admitted to candidacy, a student must have satisfactory test scores, acceptable quality graduate work, classification as a regular graduate student, and the approval of his major department. Admissibility to candidacy is determined by the Graduate Council.

Specific requirements for admission to candidacy for the Master of Education degree are as follows:

Certification by the Chairman of the Department of Education that the student is eligible for the Georgia T-4 Certificate or equivalent. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his choice and has the ability to do acceptable work.

Submission of a program of study that has the approval of the student's advisor and the appropriate department chairman.

Specific requirements for admission to candidacy for the Master of Arts or Master of Science degrees are as follows:

Submission of a satisfactory score on a foreign language reading proficiency examination, or satisfactory proficiency in computer programming language, research methodology or statistics as determined by the major department.

Submission of an approved program of study and, if applicable, a thesis outline approved by the student's advisory committee. If the student is seeking a teaching certificate, certification by the Chairman of the Department of Education that the student is eligible for the Georgia T-4 Certificate or equivalent.

Specific requirement for admission to candidacy for the Master of Business Administration degree is as follows:

The passing of a comprehensive written examination administered by the Department of Business Administration. This examination may be waived if the student has demonstrated exceptional performance in course work.

Student Load. The normal quarterly full course load for graduate students, or for any student enrolled in a 600 or 700 level course, is fifteen quarter hours. It usually will be less for graduate student assistants.

A larger quarterly course load, seventeen quarter hours will be the absolute maximum permitted, is possible under certain circumstances if

written permission is obtained in advance from the Director of Graduate Studies.

Academic Standards and Grading System.

Grade		Quality Credits
A	Excellent	4.0
B	Good	3.0
C	Poor	2.0
D	Unsatisfactory	1.0
F	Unsatisfactory	0
I	Incomplete: becomes F if not removed within the following academic quarter except in cases of theses, practicums and internships where I grade must be removed within one calendar year.	

An average of B must be maintained on all courses attempted in a degree program.

Course Numbering. Graduate courses are assigned numbers from 500 to 799. Courses in the 500 series, although designed for graduate students, are open to selected undergraduate seniors and are designed to prepare the student for further study. Courses in the 600 and 700 series are open only to graduate students, with the exception that on action of the Graduate Council, special students holding college degrees may be allowed to enroll in 600 series courses. Courses with 700 numbers have courses in the 600 series as prerequisites. Graduate students may enroll in certain senior-level undergraduate courses bearing 400 numbers. However, a student may not include more than three courses on the 400 and/or 500 level in his program.

Required Hours. For those programs which require a thesis, the minimum number of hours for graduation is forty-five quarter hours plus fifteen quarter hours credit for thesis. Thirty of these credit-hours must be in the major field. For those programs which do not require a thesis, sixty hours is the minimum, with a minimum of forty credit-hours in the major field.

The non-thesis Master of Science in Psychology student must successfully complete twelve quarter hours of practicum and it is recommended also that the student acquire professional competence in his chosen area of specialization either through the externship or other appropriate experience.

Residence. No more than fifteen credits can be transferred from another institution. The student must be registered in the college during the quarter in which he completes his requirements for graduation. The total number of hours to be transferred must be recommended by the department.

Time Limit. All work including the thesis and the comprehensive examinations must be completed within a six-year period. This period includes work accepted for transfer.

Language Requirement. Each department offering a major in the M.A. or M.S. degree program will provide in its core requirements for an appropriate research tool such as statistics, computer science, course(s) in research methodology, or reading competency in a foreign language. If applicable, the Department of Foreign Language will approve and, if appropriate, administer the examinations which measure language reading competency.

Thesis. A thesis may be required for the M.A. and M.S. degrees. The thesis must meet the standards set by the Graduate Council. Any student following the thesis option will be guided in his thesis work by his advisory committee. When appropriate the student must file three typewritten copies of the thesis (original and two carbons) signed by the advisor and the Director of Graduate Studies with the Office of the Director of Graduate Studies not later than two weeks prior to the date of graduation. (The Graduate Council may require these theses to be bound at students' expense). One copy at least should be permanently filed in the library.

A non-thesis option for the Master of Arts, Master of Science, and Master of Education degrees is permissible at Augusta College. This option will consist of a minimum of sixty quarter hours credit to be approved by the student's academic advisory committee and by the chairman of the department concerned. The non-thesis option is a departmental option, not an individual option.

Comprehensive Examination. Each student is required to take a comprehensive examination which is oral and/or written at the discretion of the department. The examination covers all work prescribed by the student's program and is administered by his Advisory Committee. An outside member of the Graduate Faculty will be present at the evaluation of the comprehensive examination and/or the defense of the thesis. This representative of the Graduate Council shall be from a different department than that of the student. The student must be registered at the time of his examination.

The Area Teacher Education Service. Persons wishing to take CATES courses should apply for admission to the College prior to the deadline

for admission or have been formerly admitted and be in good standing. The College makes no prior commitment that courses taken in the CATES program will apply toward a degree. However, courses successfully completed in CATES may be applied toward a degree provided: (1) appropriate graduate admission is granted before completion of course(s); and (2) the student has cleared all plans with his advisor and received approval to include the course in a planned program of study.

Course credit to be applied toward a degree at Augusta College must be taken under the provisions outlined under *Admission* above. A maximum of fifteen quarter hours of CATES credit may be applied toward a degree at the College.

Students desiring degree credit should obtain approval of their advisor and register for courses which are cross-listed by Augusta College or submit course substitution requests for others.

Degree candidates at Augusta College who earned acceptable Area Teacher Education Services credit prior to inauguration of graduate programs by the College may obtain permission to apply this credit toward their degree by submitting course substitution forms through their advisors.

MASTER OF BUSINESS ADMINISTRATION

The principal objectives of the Master of Business Administration degree are as follows:

1. To provide a modern, management-science-oriented program enabling the graduate to apply the more advanced techniques of decision-making now essential in the operation of business and other organizations.
2. To require that each candidate for the M.B.A. degree become well prepared in all of the functional areas of business and institutional administration.
3. To assure by careful control of admission and instructional standards that persons awarded the degree by Augusta College have achieved a high level of excellence.
4. To permit the fulfillment of appropriate roles in interinstitutional cooperation with the Medical College of Georgia with the establishment of a concentration in Health Services Administration.

Students entering the program with the Bachelor of Business Administration degree normally will be able to complete the Master of Business Administration degree with as few as 60 quarter hours. The

program, however, is designed to accommodate students from other backgrounds and a series of prerequisite courses in the 500 sequence is offered to provide these students the necessary background.

These courses are as follows:

		<i>Quarter Hours</i>
MAT 500	Quantitative Techniques for Administrative Problems	5
ECN 501	Economic Theory	5
BUS 502	Financial Accounting for Managerial Control	5

The particular courses needed by an individual student would be determined in consultation with an advisor in the Department of Business Administration, and would be influenced by the student's previous experience. If a student's prior study has not included the area of legal environment he must include it within his graduate program. A course may be included within the electives area to meet this requirement.

Core Course Requirements

A group of eight core courses required of all students is designated by 600/700 sequence numbers, as follows:

		<i>Quarter Hours</i>
ECN 601	Microeconomic Theory and Public Policy	5
BUS 602	Cost Accounting for Managerial Control	5
BUS 603	Managerial Finance	5
BUS 604	Marketing Problems	5
BUS 605	Operational Planning and Data Analysis	5
BUS 606	Organization Behavior	5
BUS 707	Organization Design and Analysis ...	5
BUS 708	Organization Policy and Control	5
TOTAL		<hr/> 40

Elective Courses and Concentrations

Each student is required to take an additional 20 quarter hours to complete his program. The precise courses will be determined by the student in consultation with his advisor. No more than 10 of these hours may be elected from fields other than Business Administration.

Within the electives area a student might develop a concentration in such areas as accounting, finance, management, marketing, health services administration or telecommunications systems management. Two formally structured optional concentrations are (1) Health Services Administration and (2) Telecommunications Systems Management.

The Health Services Administration Concentration (HSA)

An HSA option within the M.B.A. program is developed by a selection of 20 quarter hours from the following courses in consultation with the student's advisor:*

		<i>Quarter Hours</i>
HSA 661	Medico-legal Problems	2
HSA 662	Hospital and Professional Accounting and Finance	3
HSA 663	Medical Economics, Social Insurance, and Health Insurance ...	3
HSA 771	Health and Hospital Organization and Delivery	3
HSA 772	Methods of Health Systems Research	3
HSA 773	Methods Development in Health Services	3
HSA 774	Health Management Systems	5
HSA 775	Health Systems Analysis and Planning	5
HSA 799	Internship-Practicum and Research (may be substituted for certain of the above courses on approval of the student's advisor). A research report is normally required	5-15

*Certain courses offered by the Medical College of Georgia may be substituted with the approval of the student's advisor.

The Telecommunications Systems Management Concentration (TSM)

A TSM option within the M.B.A. program is developed by a selection of 20 quarter hours from the following courses in consultation with the student's advisor:*

		<i>Quarter Hours</i>
**CSC 610	Automated Data Processing Systems ..	5
**TSM 611	Individual and Organization Effectiveness	5
**PCS 661	Telecommunications Electronic Systems	5
TSM 612	Telecommunications and the Legal Environment	5
TSM 613	Structure and Financing of the Telecommunications Industry	5
SOC 605	Telecommunications and the Social Order	5
TSM 709	Operations Research and Systems Analysis	5
TSM 712	Special Problems (Telecommunications Systems)	5

*In the Core Course Requirements BUS 608 Logistics Problems may be substituted for BUS 604 Marketing Problems.

**Cooperative credit will be granted as a consequence of an active involvement by Augusta College faculty in validating the knowledge and skills required in the Signal Officer Advanced Course Program of Instruction.

MASTER OF EDUCATION

The Master of Education program is designed for the teacher whose objective is to become a master teacher possessing the competencies and attributes needed to carry out the responsibilities of the classroom and meet the obligations of effective professional performance. In completing degree requirements, the student will demonstrate the ability to plan, conduct and report on original and creative work related to the field of study. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Major programs may be chosen from Elementary Education, Reading, Secondary Education and Special Education. Fields of concentration in the Secondary Education program include English, mathematics and the social sciences. Each candidate for the Master of Education degree must pass a comprehensive examination in the area of specialization.

Major in Elementary Education

The Master of Education degree in Elementary Education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. A program must be planned with selection of courses being made in consultation with an advisor in Elementary Education. The course below, marked with a double asterisk, is required unless a similar course has been completed at the undergraduate level. Courses marked with single asterisks are required of all degree candidates.

- I. Professional Sequence (15-20 hours)
 - *Advanced Educational Psychology
 - Foundations of Education
(Historical, philosophical and sociological)
 - *Curriculum Development
 - *Methods of Education Research
 - Statistical Methods in Education
- II. Professional Electives (5-10 hours)
 - **Education of Exceptional Children
 - Tests and Measurements
 - Instructional Media
 - Fundamentals of Guidance
 - Problems of Teaching
 - Practicum in Elementary Education
 - Seminar in Elementary Education
- III. Teaching Field (25 hours) must include three areas
 - Science in the Elementary School
 - Social Studies in the Elementary School
 - Teaching of Reading
 - Diagnosis and Correction of Reading Problems
 - *Advanced Reading Instruction
 - Materials and Methods in Reading
 - Development of Language and Communication Skills
 - Developing and Guiding Reading Programs
 - Teaching Math in the Elementary School

*Applied Project in Elementary Education or
Internship in Elementary Education

IV. Academic Discipline (outside of Education) 10 hours

V. Students must provide evidence of their eligibility for the T-4 certificate prior to admission to candidacy.

If this program constitutes a new teaching field, the candidate must also complete all required courses for the T-4 certificate.

Major in Reading Education

The Master of Education degree in Reading requires the satisfactory completion of a minimum of sixty (60) quarter hours of graduate work. A program must be planned with the selection of courses being made in consultation with an advisor in the Education Department. The course below marked with a double asterisk is required unless a similar course has been completed at the undergraduate level; courses marked with a single asterisk are required of all degree candidates.

Core Requirements - 20 hours

*EDU 614	Advanced Educational Psychology
*EDU 635	Principles of Curriculum Development
*EDU 700	Methods of Educational Research
*EDU 704	Assessment of the Individual

Special Field - 25-35 hours

EDU 670	Problems in Reading Education
*EDU 671	Teaching of Reading
*EDU 672	Diagnosis and Correction of Reading Difficulties
*EDU 673	Materials and Methods of Reading
*EDU 674	Developing and Guiding Reading Programs
EDU 575	Reading in The Secondary School
EDU 677	Practicum in Remedial Reading I
*(Either 677 or 678 are required)	
EDU 678	Practicum in Remedial Reading II
EDU 771	Advanced Reading Instruction

Remaining hours selected from - 5-15 hours

**EDU 460	Education of Exceptional Child
EDU 604	Tests and Measurements

EDU 605	Instructional Media
EDU 651	Problems of Teaching
EDU 652	Development of Language and Communication Skills
EDU 705	Statistical Methods in Education
PSY 668	Behavior Modification in the Classroom
SOC 502	Group Dynamics
ENG 625	History of English Language
	Or other elective approved by the advisor

Major in Special Education Stressing the Educable Mentally Retarded

The Master of Education degree in Special Education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work.

The student who has an undergraduate degree with a major in special education (MR) has no deficiencies to make up. His course work is built around the following required graduate courses for all who obtain the masters in special education with a concentration in the area of educable mentally retarded. Courses directly related to the area are:

Biological and Cultural Aspects of Mental Retardation
 Development of Curricula for the Mentally Retarded
 Problems in Mental Retardation
 Readings and Research in Education of Mentally
 Retarded Children and Youth
 Graduate Practicum Experiences
 Guidance for M.R. Child and Youth
 Language Arts for M.R.
 Diagnostic and Prescriptive Teaching of Exceptional Children
 Abnormal Psychology or Personality and Social Adjustment or
 Behavior Modification
 Educational Measurement
 Research Methodology
 Elective (5 hours)

Students must provide evidence of their eligibility for the T-4 certificate prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also take Education of Exceptional Children, Introduction to Mental Retardation, and all courses required for the T-4 certificate, if any.

Major in Secondary Education

The Master of Education degree in Secondary Education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. Forty of these quarter hours will be under the advisorship of the department of the field of concentration and 20 will be under the advisorship of the Department of Education. A program must be planned with the selection of courses being made in consultation with an advisor in the department of the field of concentration and an advisor in the Department of Education.

I. Professional Education Sequence 20 hours.

Courses in advanced educational psychology, advanced secondary school curriculum, and in educational research plus additional work in education or other courses that fulfill a need in the specific program. A course in the education of exceptional children is required unless a similar course has been completed at the undergraduate level.

II. Teaching Field 40 hours.

English:

Courses in teaching high school composition and modern grammatical systems with at least one course in each of the fields: American literature, English literature, genre or world literature and research. In addition courses in literary criticism, history of the English language and phonemics, morphology and transformational grammar will be required if not already taken. Other courses may be elected if needed to make up the total required number of hours.

Mathematics:

Courses in foundations of mathematics and abstract algebra are required plus courses in mathematical analysis, modern geometry, linear algebra and mathematical statistics if not adequately covered in the undergraduate program. Electives that may be included in the program include advanced number theory, complex variables, topology, combinatorial mathematics, theory of graphs, computers and teaching and research. In addition courses may be elected from other departments.

Social Sciences:

The disciplines involved include economics, history, philosophy, political science, psychology and sociology. The program is designed to be as flexible as possible, so long as ten hours of history and ten hours of political science are included. A student might take as many as thirty hours in a field such as history or political science with the remaining ten hours in the other field or he may select ten hours from each of four fields. These examples represent the extremes with many variations being possible.

MASTER OF SCIENCE IN PSYCHOLOGY

The objectives of the Master of Science in Psychology program include two mutually compatible goals: (1) To provide specialized training in psychological skills and techniques such that graduates will be able to function professionally in positions requiring these skills and techniques; (2) To provide a substantial core foundation in psychology such that the successful student will be prepared to pursue more advanced professional training or graduate study in psychology. Special programs are tailored to a large extent to meet the courses developmental plans of the individual and to synchronize these with national and regional needs and mental health and related agencies.

Curriculum

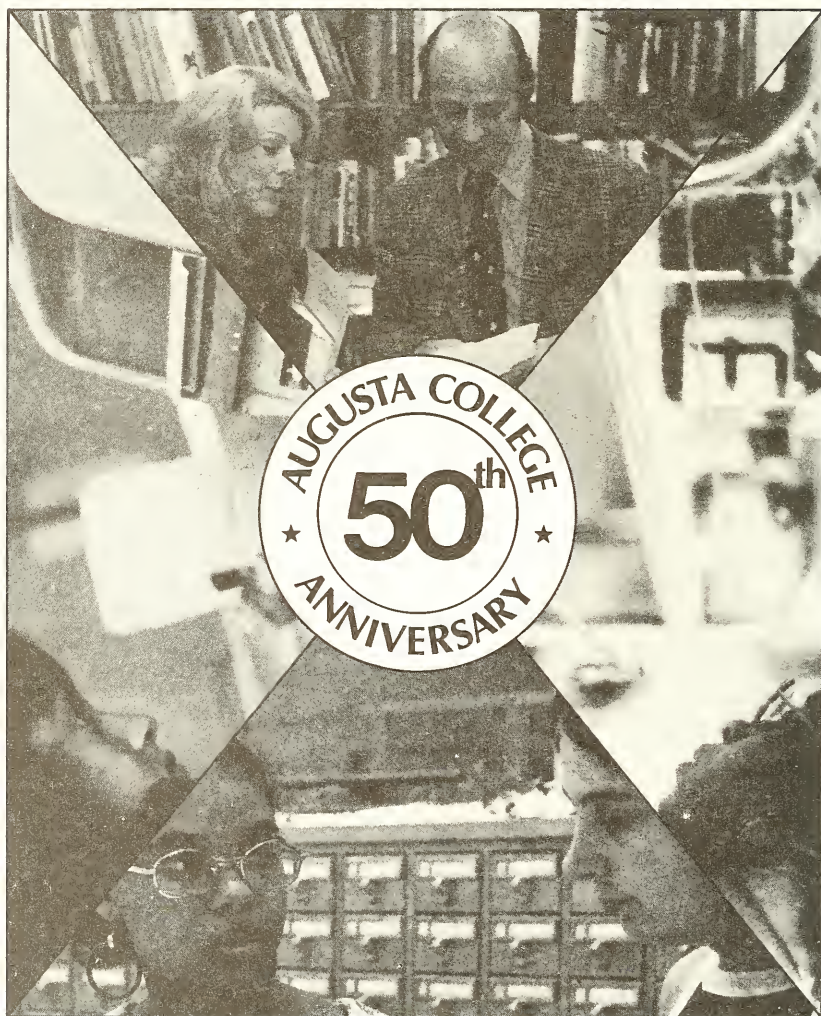
The Master of Science in Psychology requires the satisfactory completion of a minimum of sixty quarter hours of graduate work, including three quarter hours of PSY 600 (Proseminar) and PSY 651 (Research Methodology). The non-thesis option requires twelve-fifteen quarter hours of credit for PSY 695 (Practicum) and the thesis option requires five-fifteen quarter hours of credit for PSY 699 (Research and Thesis).

In general, the remaining courses necessary to complete the degree requirements are to be selected by the student and his advisory committee from the following courses (credit of five quarter hours each):

PSY 495	Selected Topics
PSY 612	Developmental Psychology
PSY 615	Individual Intelligence Testing
PSY 616	Personality Assessment in the Evaluation of the Individual
PSY 622	Learning and Perception
PSY 623	Experimental Analysis of Behavior

PSY 624	Personality and Social Processes
PSY 625	Biopsychology
PSY 628	Psychopharmacology
PSY 630	Behavior Therapy
PSY 637	Behavior Pathology
PSY 643	Community Psychology
PSY 660	Counseling Theory and Practice
PSY 665	Clinical Psychology
PSY 673	Social Psychology
PSY 680	Systems and Theories of Psychology
PSY 690	Didactic Seminar in Group Process
PSY 696	Externship
EDU 650	Problems in Mental Retardation and Cultural Deprivation

Course Descriptions



COURSE DESCRIPTIONS

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory; and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400 level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits.

ANTHROPOLOGY (ANT)

- 101 *INTRODUCTORY ANTHROPOLOGY* (5-0-5)
A survey of the physical development of man and the basic attributes of cultural systems with primary emphasis placed on non-western cultures. The objective of this course is to convey the fundamental concepts of physical and cultural anthropology. *Normally offered each quarter.*
- 201 *CULTURAL ANTHROPOLOGY* (5-0-5)
An examination of the nature of culture. The contents of cultures: language, subsistence, economic systems, social organization, political systems, religion and mythology. Open to first year students. *Normally offered each quarter.*
- 303 *INTRODUCTION TO ARCHEOLOGY* (5-0-5)
Prerequisite: ANT 101 or 201.
Survey of the field of archeology including the methods and theories used by archeologists in understanding past cultures. Archeology will be treated in relation to the other fields of anthropology, not as an isolated search for artifacts. *Normally offered summer quarter.*
- 314 *PHYSICAL ANTHROPOLOGY* (5-0-5)
Prerequisite: ANT 101.
Study of man as a cultural animal; man compared to other animals and the influential factors in his development examined. Physical and social evolution of man. *Normally offered winter quarter.*
- 316 *INTRODUCTION TO ETHNOLOGY* (5-0-5)
Prerequisites: ANT 101 and 201.
An introduction to the basic principles of ethnology, the historical

and analytical comparison of primitive cultures. A number of cultures will be surveyed to acquaint the student with cultural variation in non-western settings. *Normally offered fall quarter in alternate years.*

401 *AMERICAN INDIAN* (5-0-5)

Prerequisite: ANT 101 or 201.

A survey course on the cultural development of the aboriginal population of North America from the time of the first European contacts to the present time. *Normally offered spring quarter in alternate years.*

403 *SOCIAL ANTHROPOLOGY* (5-0-5)

Prerequisite: ANT 101 or ANT 201.

Examination of selected topics in the area of social anthropology, particularly those with implications for anthropological theory. This course is an advanced study of important aspects of cultural systems. *Normally offered spring quarter in alternate years.*

490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)

A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.

495 *SELECTED TOPICS* (5-0-5)

Prerequisites: Senior standing and permission of Instructor.

A variable content course, intended to meet the interests of students minoring in anthropology. *Offered by arrangement.*

496 *UNDERGRADUATE INTERNSHIP* (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. *Offered by arrangement.*

499 *UNDERGRADUATE RESEARCH* (Variable)

Prerequisites: Junior or senior standing, 15 hours of anthropology above 101 level and permission of the Instructor.

A variable content course, intended to meet the interest and needs of students minoring in anthropology. It will consist of independent research in a selected area of anthropology. May be repeated for credit. *Normally offered each quarter by arrangement.*

ART

- 121 *DESIGN I: ART FUNDAMENTALS* (5-V-5)
Basic introduction to art and design using a variety of simple media.
- 122 *DRAWING I: REPRESENTATION OF VISUAL FORM* (5-V-5)
Prerequisite: ART 121 or permission.
Basic drawing including perspective, shading, texture, figure drawing, indoor and outdoor sketching.
- 123 *PAINTING I: COLOR* (5-V-5)
Prerequisite: ART 121 or permission.
Basic color theory and practice.
- 124 *DESIGN II: 3-DIMENSIONAL DESIGN* (5-V-5)
Fundamentals of sculpture, including modeling, carving, casting, and construction with various materials.
- 221 *PAINTING II: COLOR AND COMPOSITION* (5-V-5)
Prerequisite: ART 121 or permission.
Color practice with emphasis on picture structure and esthetic expression.
- 222 *PRINTMAKING I: DESIGN REPRODUCTION* (5-V-5)
Prerequisites: ART 121, 122, or permission.
Designing, preparing and printing for reproduction using basic tools, materials and procedures of printmaking including wood-cut, dry-point, etching and engraving.
- 223 *CERAMICS AND SCULPTURE I: FORMING IN 3-D* (5-V-5)
Prerequisites: ART 121, 122, or permission.
Basic modeling, firing and decorating of clay.
- 311-312-313 *HISTORY OF ART I, II, III* (5-V-5)
Survey of world art. Analysis of painting, sculpture, and architecture related to changing cultural backgrounds. Divided into periods: Prehistoric through Gothic—Renaissance—Baroque through Modern.
- 321 *DRAWING II: FIGURE DRAWING* (5-V-5)
Prerequisite: ART 122 or permission of Instructor.
Applied studies in proportion, anatomy, and articulation of the figure, using live models.

- 322 *PAINTING II: WATER COLOR* (5-V-5)
Prerequisite: ART 221 or permission.
Applied basic and experimental studies in opaque and transparent water color media.
- 323 *CERAMICS II: CLAY FORMING, FIRING, DECORATING* (5-V-5)
Continuation of ceramics with emphasis on original design and expression including work on the wheel.
- 351 *PUBLIC SCHOOL ART: K-12* (5-V-5)
Applied concepts and projects adaptable for teaching all grade levels.
- 421-422-423 *MAJOR PROJECT* (5-V-5)
Prerequisite: Permission of Instructor.
Individual advanced work with direction and approval of Instructor.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS I, II, III* (Variable)
Prerequisite: Permission of Instructor.
Reserved for special study of techniques and media not normally contained in course work.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific skills under the supervision of Augusta College and the cooperating institution or agency.
- 498 *SENIOR SEMINAR AND EXHIBIT* (Variable)
Contemporary art theory, practices, and criticism plus experience in producing an art exhibit.

BIOLOGY (BIO)

- 101 *BIOLOGY I* (4-2-5)
The unifying concepts of the biotic world including molecular and cell biology, metabolism, genetics, evolution and environ-

mental biology are integrated and presented in Biology 101 and 102. These two courses are designed to meet the science requirement for the non-biology major and are prerequisite to other courses in the biology major programs.

- 102 *BIOLOGY II* (4-2-5)
Prerequisite: BIO 101.
A continuation of Biology 101.
- 111 *ANATOMY AND PHYSIOLOGY I* (3-4-5)
The structural and functional organization of the human organism. A systematic study is made of the skeletal, muscular, nervous and sensory organs.
- 112 *ANATOMY AND PHYSIOLOGY II* (3-4-5)
Prerequisite: BIO 111.
A continuation of Biology 111 with emphasis on the circulatory, respiratory, digestive, excretory, endocrine and reproductive systems and their interrelationships. Bio 111 and 112 *will not* satisfy the science requirement of the core curriculum.
- 201 *INVERTEBRATE ZOOLOGY* (3-4-5)
Prerequisite: BIO 102.
An examination of the morphology, physiology and life histories of representative invertebrates.
- 202 *VERTEBRATE ZOOLOGY* (3-4-5)
Prerequisite: BIO 102.
The morphology, physiology, and life histories of representative vertebrates.
- 203 *ELEMENTARY HUMAN PHYSIOLOGY* (5-0-5)
Prerequisite: BIO 102.
An introduction to the functions of the human body systems. Designed for the non-biology major. Lecture and demonstrations.
- 204 *HEREDITY AND EUGENICS* (5-0-5)
Prerequisite: BIO 102.
Basic principles of heredity as related to modern social problems. Designed for the non-biology major. Lecture, demonstrations and library assignments.
- 221 *PLANT MORPHOLOGY I* (3-4-5)
Prerequisite: BIO 102.
Vegetative organization and reproductive cycles of nonvascular

- plants. Phylogenetic interrelationships and evolutionary origins will be stressed.
- 222 *PLANT MORPHOLOGY II* (3-4-5)
 Prerequisite: BIO 102.
 Vegetative organization and reproductive cycles of vascular plants. Phylogenetic interrelationships and evolutionary origins will be stressed.
- 301 *CELL AND MOLECULAR BIOLOGY* (3-4-5)
 Prerequisites: BIO 102, CHM 102, or permission of Instructor.
 The biochemical composition, the microscopic and fine structure and the capabilities of cells.
- 302 *GENETICS AND DEVELOPMENT* (3-4-5)
 Prerequisite: BIO 301.
 The historical and contemporary aspects of mechanisms of inheritance. The genetic basis of biological variation and differentiation.
- 303 *EMBRYOLOGY* (3-4-5)
 Prerequisite: BIO 302.
 A descriptive and experimental approach to ontogeny with consideration of differentiation, morphogenesis and growth. Emphasis is placed upon chick and human development.
- 304 *ECOLOGY* (3-4-5)
 Prerequisites: Three of the following: BIO 201, 202, 221, 222, in addition to CHM 102.
 The relationship between groups of organisms and the environment. The structure and dynamics of populations and communities.
- 311 *INTRODUCTORY MICROBIOLOGY* (3-4-5)
 Prerequisite: BIO 102 or 112.
 A study of microorganisms and their relationship to human welfare.
- 312 *COMPARATIVE VERTEBRATE ANATOMY* (3-4-5)
 Prerequisite: BIO 202.
 An examination of the gross morphology of various selected types of chordates. The development of a modern phylogenetic point of view.

- 314 *PRINCIPLES OF PHYSIOLOGY* (3-4-5)
 Prerequisites: BIO 102, CHM 341.
 A comparative study of the physiological control mechanisms. The main themes include sensory reception, the mechanisms of homeostasis, transformation of energy by living systems and the physiology of effector systems.
- 315 *HISTOLOGY* (3-4-5)
 Prerequisite: BIO 102.
 A descriptive study of tissues composing various organs of the vertebrate body.
- 316 *HISTOLOGICAL TECHNIQUES* (0-6-3)
 Prerequisite: BIO 102.
 The sectioning, staining and preservation of biological materials.
- 321 *PLANT ANATOMY* (3-4-5)
 Prerequisite: BIO 102.
 A comparative study of the various basic cells and tissues of the vascular plant body, their origin, development and organization.
- 322 *PLANT SYSTEMATICS* (3-4-5)
 Prerequisite: BIO 321.
 A general survey of the principles of the taxonomy of vascular plants. Practice in the identification of local plants.
- 326 *PLANT PHYSIOLOGY* (3-4-5)
 Prerequisites: BIO 301 and 321.
 Life processes of plants including water relations, synthesis and use of foods and growth phenomena.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
 A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines. Credit on approval of Department Chairman.
- 495 *SELECTED TOPICS* (Variable)
 Course content variable to meet current needs of students. Special areas of biology to be covered are not included in other courses.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
 An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and

the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Credit on approval of Department Chairman.

- 498 *SEMINAR* (2-0-2)
Prerequisite: 30 hours of biological science.
Special topics in current advances in field of biological sciences. One two-hour period a week for presentation and discussion. Required of all senior biology majors.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisites: 30 hours of biological science and permission of the Department Chairman.
No more than 5 hours may be counted toward graduation requirements. Assigned research problems. Hours by arrangement.
- 601 *BASIC CONCEPTS OF BIOLOGY* (2-6-5)
This course is for the graduate student in elementary education and is not included in the program for a biology major. Consideration of anatomical, physiological, taxonomic and ecological aspects of biology including man. Laboratory assignments will include exercises in physico-chemistry, a survey of plants, a survey of animals, field biology, and human anatomy and physiology with emphasis on the design of demonstrational materials.

BUSINESS ADMINISTRATION (BUS)

- 211 *PRINCIPLES OF ACCOUNTING I* (5-0-5)
Basic principles of accounting with emphasis on the accounting cycle and preparation of financial statements. Primary instructional vehicles include service and merchandising proprietorships. Certain accounting controls will be introduced.
- 212 *PRINCIPLES OF ACCOUNTING II* (5-0-5)
Prerequisite: BUS 211.
An introduction to managerial accounting, including such topics as manufacturing costs, differential accounting, and cost behavior.
- 241 *COMPUTING AND DATA PROCESSING* (5-0-5)
Prerequisite: BUS 211 or permission of Instructor.
Principles of data processing as applied to business administration

and economics, fundamentals of programming and a study of available equipment and systems.

- 301 *BUSINESS LAW I* (5-0-5)
Contracts, sales contracts, agency, negotiable instruments, common and public carriers. Designed to acquaint students with legal rights and liabilities in the ordinary course of business.
- 302 *BUSINESS LAW II* (5-0-5)
Prerequisite: BUS 301.
Continuation of Business Law I. Partnership, corporation, real property, insurance, security devices, trusts and estates, bankruptcy, and governmental regulation of business.
- 311 *ACCOUNTING THEORY I* (5-0-5)
Prerequisite: BUS 212.
Development of accounting theories and an extensive review and expansion of principles covered in Business 211 and 212. An in depth analysis of Statement of Financial Position items.
- 312 *ACCOUNTING THEORY II* (5-0-5)
Prerequisite: BUS 311.
A continuation of Accounting Theory I. Consideration of capital structure, fund and cash changes, installment sales, pension funds, and consignments.
- 341 *BUSINESS SYSTEMS* (5-0-5)
This course is designed to provide the students with the basic background necessary for an understanding of major business system concepts, the interactions and functions of major business systems, and the necessary procedures and operations for effective business system analysis.
- 353 *PRINCIPLES OF MARKETING* (5-0-5)
Prerequisite: ECN 102.
Social and economic aspects of marketing; functions, trade and distribution channels, price theory and policies, advertising, and governmental regulation.
- 363 *PRINCIPLES OF MANAGEMENT* (5-0-5)
Prerequisite: ECN 102 and BUS 212.
Management principles and techniques in organizing, staffing, directing, planning, and controlling a business enterprise.

- 373 *PRINCIPLES OF RISK AND INSURANCE* (5-0-5)
Prerequisite: Permission of Instructor.
Introduction to the basic principles of life, property, liability and other areas of insurance from the viewpoint of the purchaser. Consideration is given to the importance of risk bearing in personal and business affairs and the various methods of handling risk with emphasis on insurance arrangements. Designed for non-business majors as well as a basis for more advanced business courses.
- 375 *PRINCIPLES OF REAL ESTATE* (5-0-5)
Prerequisite: ECN 101.
This course will provide a sound treatment of theories and practices that have a significant influence on the real estate market both locally and nationally. It will consider the "why" and "how" of real estate as it affects individuals and business firms. The course will carefully develop the growing involvement of government in the problems of urban redevelopment, in rehabilitation, and in urban planning.
- 402 *MARKETING RESEARCH* (5-0-5)
Prerequisites: MAT 221 and BUS 353, or equivalents.
Study and practice of planning, designing, organizing, executing, analyzing, reporting, and evaluating and controlling marketing research activities as an aid to effective and efficient managerial marketing decisions.
- 404 *CASE PROBLEMS IN MARKETING* (5-0-5)
Prerequisites: Completion of the junior core curriculum and BUS 402 or equivalent.
Identification and assessment of marketing opportunities and problems to include analyses of admissible alternatives and recommendations to achieve objectives.
- 406 *BUSINESS LOGISTICS* (5-0-5)
Prerequisite: Completion of the junior core curriculum.
Analysis and development of integrated inter- and intra-organizational physical distribution systems. Application of cost-benefit analyses to movement and storage problems encountered throughout the trade channel from raw materials procurement to delivery of final product.
- 408 *MARKETING COMMUNICATION* (5-0-5)
Prerequisite: Completion of the junior core curriculum.

Analysis and development of integrated inter- and intra-organizational marketing communications systems. Managerial significance of personal and non-personal informative, persuasive, and reminder communications efforts between the firm and its intermediate and final customers. Social and behavioral science bases of demand stimulation and retention and their applications to advertising and sales management.

411 *COST ACCOUNTING* (5-0-5)

Prerequisites: BUS 212, ECN 102.

Principles of manufacturing and distribution costs. Job order and process cost methods, standard costing, cost analysis for decision and control.

415 *ADVANCED CORPORATE FINANCE* (5-0-5)

Prerequisites: ECN 315 and MAT 221.

This course considers the allocation of resources to both short and long term assets. In addition, the effects of alternative investment decision rules are considered. This course covers the problems of measuring the cost of capital. Two types of problems are considered: the optimal allocation between debt and equity claims and the division of earnings between dividends and retained earnings.

421 *ADVANCED ACCOUNTING I* (5-0-5)

Prerequisite: BUS 312.

Theory and problems relating to bankruptcy, estates, and consolidated statements relating both to subsidiaries and foreign branches.

422 *ADVANCED ACCOUNTING II* (5-0-5)

Prerequisite: BUS 421.

Advanced accounting problems in selected areas. Analysis of problem solving techniques including review in preparation for the CPA examination.

424 *PRODUCTION MANAGEMENT* (5-0-5)

Prerequisites: BUS 363, ECN 322.

A capstone course which describes the application of modern statistical and mathematical techniques to the planning and control of industrial operations. Emphasis is placed upon applications in forecasting, inventory, capital budgeting, and the scheduling and control of operations. Students participate in a simulated management game.

- 434 *PERSONNEL ADMINISTRATION* (5-0-5)
Prerequisite: BUS 363.
The role of management as it relates to personnel. Theories, practices and concepts important to the executive or supervisor are examined.
- 451 *FEDERAL INCOME TAXATION* (5-0-5)
Prerequisite: BUS 212.
Principles and theories governing taxation to include a short history of the development of Federal Taxation, considerations affecting corporate and personal taxes, and a discussion of recent tax legislation.
- 453 *RETAILING* (5-0-5)
Prerequisite: BUS 353.
The study of problems and procedures currently practiced by major types of retailers in the management of their activities.
- 456 *METHODS OF TEACHING SECONDARY BUSINESS* (3-0-3)
Basic trends and methods in business education; objectives, curriculum planning, and specific methods in teaching shorthand, typewriting, bookkeeping, office practice, and basic business subjects. Includes a review of current literature.
- 463 *ORGANIZATION AND MANAGEMENT* (5-0-5)
Prerequisite: Permission.
Examination of concepts of administrative behavior in formal organizations, systems analysis, conceptual models, and analysis of administrative problems from a total organizational point of view.
- 464 *CASE PROBLEMS IN MANAGEMENT* (5-0-5)
Prerequisite: Completion of Junior Core Curriculum or permission of Instructor.
Analysis of the practices and problems of the management of business concerns through the examination of case studies and performance of business research. Serves as a capstone course for the senior student using materials drawn from accounting, finance, marketing and law.
- 471 *AUDITING* (5-0-5)
Prerequisite: BUS 312.
The application of principles to the problems of public accountancy with emphasis upon the preparation of auditor's working papers and auditor's certificates.

- 481 *GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING* (5-0-5)
Accounting, budgeting, fiscal processes and financial records of local, state and federal governmental bodies and of private non-profit institutions.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisite: Senior standing or permission of the Department Chairman.
Independent research on an advanced topic selected by the student in consultation with the chairman of the Department of Business Administration. Techniques of business and economic research are emphasized.
- 502 *FINANCIAL ACCOUNTING FOR MANAGERIAL CONTROL* (5-0-5)
Prerequisite: Post-baccalaureate or graduate student status.
Integrates managerial uses of accounting information with instruction in fundamental accounting concepts and methods, financial management and the economic environment. Emphasis is placed on concepts and methods used to resolve problems of income measurement, internal control, valuation of assets, capital investments and other accounting matters.
- 591 *LEGAL ENVIRONMENT OF BUSINESS I* (Variable)
Prerequisite: Post-baccalaureate or graduate student status.
Elements of the law of contracts, sales, agency, negotiable instruments, bailments, common carriers, partnerships and corporations. Particular attention is given to the overall legal environment in which business operates.
- 592 *LEGAL ENVIRONMENT OF BUSINESS II* (5-0-5)
Prerequisite: Post-baccalaureate or graduate student status.

Elements of the law of partnerships, corporations, real property, insurance, security devices, trust and estates, bankruptcy, and government regulation of business. Particular attention is given to the overall legal environment in which business operates.

595 *SELECTED TOPICS IN BUSINESS*

ADMINISTRATION

(Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of Instructor.

Consideration and analysis of relevant special problem areas in the field of business administration. May be repeated for graduate credit with prior approval of the student's advisor.

602 *COST ACCOUNTING FOR MANAGERIAL CONTROL* (5-0-5)

Prerequisites: Graduate student status and BUS 502 or equivalent course.

Includes cost behavior, cost-control budgeting, break-even analysis and cost-benefit analysis, with the emphasis on the use of accounting data in decision-making.

603 *MANAGERIAL FINANCE* (5-0-5)

Prerequisites: Graduate student status and BUS 502 or equivalent course.

Theory of financial structure and dynamic cost of capital. Dividend policy and growth models. Utilization of money and capital markets. Advanced theory of financial management, including capital budgeting theory and practice.

604 *MARKETING PROBLEMS* (5-0-5)

Prerequisites: Graduate student status and MAT 500 and ECN 601 or equivalent courses.

This course involves the study of the broad aspects of product planning and the choice of channels of distribution. It stresses the application of systematic methods to the solution of marketing problems. Achievement of the course objectives is attained through the use of text materials, outside readings, and analysis of business cases. BUS 608 may be substituted for this course in the core curriculum with prior approval of the student's advisor.

605 *OPERATIONAL PLANNING AND DATA ANALYSIS* (5-0-5)

Prerequisites: Graduate student status and MAT 500 or equivalent course.

This course analyzes the methodology of management's planning and decision-making functions. Specifically, emphasis is placed

upon how quantitative techniques are utilized to extract information from data and how management can then structure its planning and decision making upon this information. Topics include decision theory, inventory control, mathematical programming, queuing theory, and simulation.

606 *ORGANIZATION BEHAVIOR* (5-0-5)

Prerequisites: Graduate student status and permission of Instructor.

Examination of concepts of human behavior in formal organizations. Develops an understanding of and capacity to predict effects of managerial actions on the behavior of individuals and groups within different kinds of organizations.

608 *LOGISTICS PROBLEMS* (5-0-5)

Prerequisites: Graduate student status and MAT 500 and ECN 501 or equivalent courses.

Examination of the systems and procedures devised to overcome barriers to effective and efficient delivery of material and services. The notion of an efficient system is employed to economically create space, time, and use utilities. See BUS 604.

611 *INDIVIDUAL AND ORGANIZATIONAL EFFECTIVENESS* (5-0-5)

Prerequisites: Graduate student status and BUS 606 or permission of Instructor.

An experimental approach to the definition, assessment, and improvement of individual effectiveness and the organizational systems in which they work. A capstone course which views organizational effectiveness as a dependent variable and explores its determinants within a framework of individual, group, and intergroup interaction. (TSM 611 is equivalent to BUS 611.)

612 *TELECOMMUNICATIONS AND THE LEGAL ENVIRONMENT* (5-0-5)

Prerequisite: Graduate student status.

Includes philosophy and enforcement of law; torts, contracts, legal forms, government contracting; analysis of federal and state administrative agencies and their policies in regulation. (TSM 612 is equivalent to BUS 612.)

613 *STRUCTURE AND FINANCING OF THE TELECOMMUNICATIONS INDUSTRY* (5-0-5)

Prerequisite: Graduate student status.

A study of the financial aspects of the telecommunications industry including the common carriers, the broadcast industry, and private communication systems. (TSM 613 is equivalent to BUS 613.)

707 *ORGANIZATION DESIGN AND ANALYSIS* (5-0-5)

Prerequisites: Graduate student status and BUS 606 or equivalent course.

Open-system approaches to the design and analysis of organizations. Examines the interdependence of key organization variables such as structure, technology, environment, culture, and personnel and exchange systems.

708 *ORGANIZATION POLICY AND CONTROL* (5-0-5)

Prerequisites: Graduate student status and prior satisfactory completion of not less than 75% of the M.B.A. core course requirements or equivalent courses.

Development of a general management approach to strategic planning and policy formulation as a system of organizational guidance and control. Uses comprehensive case studies of organizations in a wide variety of situations and integrates material from earlier courses.

709 *OPERATIONS RESEARCH AND SYSTEMS ANALYSIS* (5-0-5)

Prerequisites: Graduate student status and BUS 605 or equivalent course.

The objective of this course is to explore in depth the various quantitative techniques which are being used in the more progressively managed organizations. Emphasis will be placed upon design of control systems, feedback, and simulation, as well as the total information-systems concept.

712 *SPECIAL PROBLEMS* (5-0-5)

Prerequisites: Graduate student status and permission of Instructor.

In this course the professor will design a special program of instruction and research in administration to satisfy the academic needs of the student. May be repeated for graduate credit with prior approval of the student's advisor.

714 *INTERNATIONAL BUSINESS* (5-0-5)

Prerequisites: Graduate student status and permission of Instructor.

An examination of international economic policies and their effects upon international business, with intensive coverage of the economic environment in which the multinational firm operates. Problems of financial administration of international business, with case work on U.S. and foreign companies.

716 *CORPORATE APPLICATIONS OF ACCOUNTING* (5-0-5)

Prerequisites: Graduate student status and BUS 602 or equivalent course.

Includes accounting management, specialized cost accounting problems, accounting systems, contents of financial statements and reports, professional accounting requirements, accounting for price-level changes, concepts in federal taxation and other current accounting applications.

CHEMISTRY (CHM)

Chemistry 105 and 245 will satisfy the college requirements for ten hours of science.

Students with advanced training in chemistry may exempt certain chemistry courses by special examinations. A satisfactory grade on such examinations will enable the student to receive credit hours compatible with the exam upon satisfactory completion of the next higher numbered chemistry course. Those students who think they may be prepared for these examinations are urged to contact the Head of the Chemistry Department for further information.

099 *INTRODUCTION TO SCIENCE* (5-2-5)

An introduction to scientific terminology and manipulation of basic mathematical relationships. Emphasis will be placed upon the student's use of terminology and definitions to make correlations between theory and practice. Subjects to be covered include: the British and Metric systems of measurement, heat, gas laws, scientific notation and terminology, and the use of mathematics in expressing relationships.

101 *GENERAL CHEMISTRY I* (4-3-5)

A study of basic chemical principles, theories, and laws. The course includes the study of gas laws, atomic structure, and colligative properties of solutions.

- 102 *GENERAL CHEMISTRY II* (4-3-5)
Prerequisite: CHM 101.
A continuation of CHM 101 and includes the study of chemical bonds, molecular orbitals, equilibria, etc.
- 103 *INTRODUCTORY ANALYTICAL CHEMISTRY* (3-6-5)
Prerequisite: CHM 102.
A continuation of CHM 102 and includes ionic equilibria, pH, buffers, solubility products, and hydrolysis. The laboratory includes separation and identification principles and practices for common cations as well as introductory quantitative analysis. A non-compulsory problem session one day per week is normally scheduled.
- 105 *BASIC CHEMISTRY* (4-3-5)
A general survey of the principles of chemistry with less mathematical rigor than in the courses above. Many of the topics of CHM 101 and 102 will be covered with emphasis on practice rather than on theory.
- 195 *CHEMICAL TECHNIQUES/TOPICS* (Variable)
Prerequisite: Permission of the Instructor.
A study of basic chemical techniques and/or topics of interest to freshmen. May be repeated for credit.
- 245 *BASIC ORGANIC CHEMISTRY AND BIOCHEMISTRY* (4-2-5)
Prerequisite: CHM 101 or 105.
Fundamental elements of organic chemistry and biochemistry, emphasizing biochemical changes taking place in life processes.
- 281 *QUANTITATIVE INORGANIC ANALYSIS* (3-8-6)
Prerequisite: CHM 103.
The theories, principles, and practices of volumetric, gravimetric, and elementary instrumental analysis.
- 295 *CHEMICAL TECHNIQUES/TOPICS* (Variable)
Prerequisite: Permission of the Instructor.
A study of intermediate chemical techniques and/or topics of interest to sophomores. May be repeated for credit.
- 341 *ORGANIC CHEMISTRY I* (4-3-5)
Prerequisite: CHM 102.
A systematic study of the composition, nomenclature, preparations, and reactions of compounds of carbon. Reaction mechanisms will be introduced.

- 342 *ORGANIC CHEMISTRY II* (4-3-5)
Prerequisite: CHM 341.
A continuation of CHM 341.
- 344 *ORGANIC PREPARATIONS* (0-9-3)
Prerequisite: CHM 342.
Laboratory preparations which are longer and more involved than in CHM 341 and 342.
- 371 *GENERAL PHYSICAL CHEMISTRY* (5-0-5)
Prerequisites: CHM 281, 342, MAT 201.
An introduction to thermodynamics, kinetics, atomic and molecular structure, and related topics. NOT A SUBSTITUTE FOR CHM 372.
- 372 *PHYSICAL CHEMISTRY I* (4-3-5)
Prerequisites: CHM 281, 342, MAT 204, PCS 212, 213.
The first part of a three-quarter course which includes the study of physiochemical systems, thermodynamics, phase equilibria, chemical equilibria, kinetic theory, kinetics, electro-chemistry, atomic and molecular structures, nuclear chemistry, photo-chemistry, and chemical statistics.
- 373 *PHYSICAL CHEMISTRY II* (4-3-5)
Prerequisite: CHM 372.
A continuation of CHM 372.
- 374 *PHYSICAL CHEMISTRY III* (4-3-5)
Prerequisite: CHM 373.
A continuation of CHM 373.
- 395 *CHEMICAL TECHNIQUES/TOPICS* (Variable)
Prerequisite: Permission of the Instructor.
A study of advanced chemical techniques and/or topics of interest to advanced students. May be repeated for credit.
- 421 *INORGANIC CHEMISTRY** (5-0-5)
Prerequisite: Permission of Instructor.
An introduction to the concepts and chemical systems of inorganic chemistry, including the periodic table, atomic structure, bonding, isomerism, and coordination compounds.
- 441 *ORGANIC QUALITATIVE ANALYSIS** (2-9-5)
Prerequisites: CHM 281 and 342.
The identification of organic compounds.

- 442 *ORGANIC CHEMISTRY III* (3-0-3)
Prerequisite: CHM 342.
A continuation of CHM 342.
- 461 *POLYMER CHEMISTRY** (Variable)
Prerequisite: Permission of the Instructor.
A study of kinetics of polymerization processes, polymer stereochemistry, methods of molecular weight determination, and physical properties of polymers.
- 481 *INSTRUMENTAL ANALYSIS** (2-8-5)
Prerequisite: CHM 373 concurrently or permission of Instructor.
The theory and application of modern optical and electrical instruments in the processes of analytical, physical, and organic chemistry.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
Prerequisite: Permission of Instructor.
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS** (Variable)
Prerequisite: Permission of Instructor.
Modern concepts in special areas of chemistry. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH** (Variable)
Prerequisite: Permission of Department Chairman.
Modern chemical research. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit.
- 601 *CHEMISTRY FOR ELEMENTARY SCHOOL TEACHERS* (4-3-5)
Prerequisite: Admission to Graduate School.
A study of those concepts fundamental to the introduction of the subject in general science presentation to the elementary school student. These include the metric system, an elaboration of the

experimental approach, nomenclature with emphasis on everyday chemicals, states of matter, basic atomic structure, bonding, clinical chemistry, chemicals in food, air, water, and radio-chemistry.

COMPUTER SCIENCE (CSC)

235 *INTRODUCTION TO COMPUTERS AND PROGRAMMING* (4-2-5)

Prerequisite: Five credit hours in mathematics or permission of Instructor.

Computers and their use in the solution of problems. Topics include the nature of computers and computing, algorithms, programming and languages with specific emphasis on Fortran and Basic, components of computer systems and computer applications.

251 *COMPUTERS AND PROGRAMMING* (4-2-5)

Prerequisite: CSC 235 or permission of Instructor.

An introduction to machine structure and assembly language programming, computer representation of data structures, selected programming techniques and file processing. Programming assignments in assembly language and a procedural language.

261 *DISCRETE STRUCTURES* (2-0-2)

Prerequisite: MAT 241 concurrently or permission of Instructor.

A study of the application of symbolic logic and set theory to the various areas of computer science such as programming languages, switching circuits, decision tables, data structures and information retrieval.

355 *PROGRAMMING LANGUAGES* (5-0-5)

Prerequisites: CSC 261 or permission of Instructor, and CSC 251.

A comparative study of programming languages to prepare the student to learn and evaluate such languages. Programming assignments in several languages to illustrate features of the languages.

361 *DATA STRUCTURES* (5-0-5)

Prerequisites: CSC 251 and 261.

A study of techniques for the representation and manipulation of structured data within a digital computer. Programming assignments illustrating a variety of data structures.

- 366 *FILE ORGANIZATION AND DATA BASE MANAGEMENT* (4-2-5)
 Prerequisite: CSC 235 or permission of Instructor.
 Introduction to logical and physical structures of large data bases. Topics include file organization and processing, case studies of current data base management systems, and the Data Base Task Group Report. Programming assignments.
- 401 *INFORMATION SYSTEMS** (5-0-5)
 Prerequisite: CSC 251.
 An introduction to the analysis and design of information systems. Investigation of the flow of data from its origination to its representation, storage, processing and the presentation of information to the user. The feedback loop in communication systems. Methods and devices for information systems.
- 451 *COMPUTER SYSTEMS** (5-0-5)
 Prerequisite: CSC 251.
 A study of the basic hardware and software components of computer systems. Topics include computer structure, input/output and interrupts, memory, operating systems and an introduction to multi-programmed computer systems.
- 461 *SYSTEMS ANALYSIS** (5-0-5)
 Prerequisites: CSC 251 or CSC 366; MAT 221 or MAT 325.
 An application of quantitative methods to systems analysis and design. Topics include system definition, classification, simplification, diagnosis and implementation.
- 495 *SELECTED TOPICS* (Variable)
 Prerequisite: Permission of Instructor.
 Modern concepts in special areas of computer science. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
 An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
 Prerequisite: Permission of Department Chairman.
 Individual research in computer science. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit.

- 610 *AUTOMATED DATA PROCESSING SYSTEMS* (5-0-5)
 A presentation of the fundamentals in the effective use of automated data processing. Topics include: an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparation, and an introduction to the analysis and design of computer-based systems.
- 625 *COMPUTERS AND TEACHING* (4-2-5)
 Basic computer concepts, algorithm development, and an introduction to programming using an interactive terminal. Computer applications with particular emphasis on those related to teaching.

CRIMINAL JUSTICE (CJ)

Descriptions of courses developed specifically for this degree—POL 103, 303, SOC 203—can be found along with the other course descriptions of the Political Science and Sociology Departments.

DRAMA (DRA)

- 225 *INTRODUCTION TO THEATRICAL ARTS* (5-0-5)
 Prerequisite: Permission of Instructor.
 A survey of the theatrical practice and techniques with an emphasis on traditional and modern theatre.
- 321 *THE ELEMENTS OF ACTING* (5-0-5)
 Prerequisite: SPC 301 or permission of Instructor.
 Fundamentals of acting, including pantomime and improvisations. Participation in Augusta College Theatre productions when required by Instructor.

DRAWING, ENGINEERING (DRW)

- 170 *INTRODUCTION TO VISUAL COMMUNICATION AND ENGINEERING DESIGN I* (2-3-3)
 Introduction to the theory of design, application of the problem-solving process, introduction to projection theory, sketching, and pictorial communication.

ECONOMICS (ECN)

- 101 *PRINCIPLES OF ECONOMICS I* (5-0-5)
This introductory course explains the nature of the economic problem which any society must solve. Then the way in which a mixed enterprise economy solves this problem is examined. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy.
- 102 *PRINCIPLES OF ECONOMICS II* (5-0-5)
Prerequisite: ECN 101.
This course is a continuation of Economics 101. It is largely concerned with explaining the equilibrium position of the firm in product and factor markets.
- 103 *ECONOMIC PROBLEMS* (5-0-5)
Prerequisite: ECN 102.
Basic economic principles applied to problems of the monetary system, interest, price movements, time-series analysis, economic development, monopoly, agriculture, labor and international trade.
- 201 *ECONOMIC DEVELOPMENT OF THE UNITED STATES* (5-0-5)
Prerequisite: ECN 101.
Traces development of economic institutions and policies, especially since 1860; deals with agriculture, manufacturing, commerce, transportation, money and banking, tariffs and the repercussions of periods of prosperity and depression.
- 305 *MONEY AND BANKING* (5-0-5)
Prerequisite: ECN 101.
The nature and functions of money; evolution of the American banking system, the commercial banking system, the Federal Reserve system and monetary policy.
- 311 *LABOR AND INDUSTRIAL RELATIONS* (5-0-5)
Prerequisite: ECN 102.
Structure and philosophy of unionism and collective bargaining, labor legislation, labor market, wages, hours, unemployment, and current problems and developments in labor.
- 315 *BUSINESS FINANCE* (5-0-5)
Prerequisites: ECN 102 and BUS 212.
Financial management of the corporate enterprise. Capital

budgeting, cost of capital, asset management, capitalization, optimum capital structure, structure and sources of capital. Corporate organization, growth, recapitalization, failure and reorganization.

322 *MANAGERIAL ECONOMICS* ((5-0-5)

Prerequisites: ECN 102, BUS 212, MAT 221.

The economics of managerial decisions. Short and long run planning, organization, control analyses of accounting and statistical data incorporated with pertinent economic theory.

421 *INVESTMENTS AND MARKET ANALYSIS* (5-0-5)

Prerequisite: ECN 315.

Selection and management of portfolios of individual and institutional investors. Procedures in buying and selling securities; security market operations and regulations.

425 *THEORY OF MONEY AND FINANCIAL INSTITUTIONS* (5-0-5)

Prerequisite: ECN 305.

Evaluation of current monetary theory and policy; central banking problems; flow-of-funds analysis of the financial system and its institutions and functional components.

431 *INTERNATIONAL ECONOMICS* (5-0-5)

Prerequisite: ECN 305.

The theory of international trade. The balance of payments, exchange rates, monetary movements, capital markets, and commercial policy. Implications of international financial reforms and international economic integration.

440 *GOVERNMENT AND BUSINESS* (5-0-5)

Prerequisite: ECN 102 or permission of Instructor.

An analysis of the economics and law of government regulation of business. While the primary emphasis is upon the economic aspects of federal antitrust administration, the effects of state and local regulatory activities are also explored.

451 *ECONOMIC THEORY I* (5-0-5)

Prerequisite: ECN 102.

Microeconomics. Theoretical analysis pertaining to production, value, distribution, pricing in competition and monopoly.

- 452 *ECONOMIC THEORY II* (5-0-5)
 Prerequisite: ECN 305.
 Macroeconomics. Study of aggregative economic analysis. Income determination and measurement and analysis of national income level and fluctuations in economy activity.
- 461 *EVOLUTION OF ECONOMIC THOUGHT* (5-0-5)
 Prerequisite: ECN 201.
 Study of the development of economic ideas from the mercantilists to twentieth century economists. Emphasis on classical and neoclassical tradition.
- 471 *PUBLIC FINANCE* (5-0-5)
 Prerequisite: ECN 305.
 Public expenditures and revenues, taxation, public debt and fiscal policy are studied in relation to economic stability and growth.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
 A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS IN CONTEMPORARY ECONOMIC THEORY AND POLICY* (5-0-5)
 Prerequisite: Completion of Junior Core Curriculum or permission of Instructor.
 The application of economic theory to public policy issues. Topics covered will normally include: monopoly and competition, monetary and employment policy, regional economic development, agricultural economics, labor problems, or other selected subjects of current interest.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
 An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 501 *ECONOMIC THEORY* (5-0-5)
 Prerequisite: Post-baccalaureate or graduate student status.
 This course is designed to cover the subject matter of introductory economics and selected topics of intermediate micro and macro theory.

- 590 *DYNAMICS OF THE AMERICAN ECONOMY* (5-0-5)
 Prerequisite: Post-baccalaureate or graduate student status.
 A survey course for the non-business student designed to develop an understanding of economic concepts and policies to aid in the analysis of economic problems and policies as well as those of the individual firm, household, and industry are covered.
- 601 *MICROECONOMIC THEORY AND PUBLIC POLICY* (5-0-5)
 Prerequisites: Graduate student status and ECN 501 or equivalent course.
 The methodology of economics and the application of economic theory to the problems of the business firm. Contemporary theory of consumption, equilibrium of the firm in product and factor markets under conditions of pure competition, monopolistic competition, oligopoly, and monopoly. The implications of the economic and legal problems posed by business concentration.
- 710 *MACROECONOMIC THEORY AND PUBLIC POLICY* (5-0-5)
 Prerequisites: Graduate student status and ECN 601 and BUS 605 or equivalent courses.
 Keynesian and Post-Keynesian employment theory. Economic growth and fluctuations. The problem and techniques of economic stabilization.
- 711 *ECONOMETRICS* (5-0-5)
 Prerequisites: Graduate student status and ECN 601 and BUS 605 or equivalent courses.
 Estimation of parameters for single-equation econometric models; tests of hypotheses and confidence regions for regression analysis; mathematical formulation and empirical testing of economic models.
- 713 *SPECIAL PROBLEMS IN ECONOMICS* (5-0-5)
 Prerequisites: Graduate student status and permission of Instructor.
 In this course the professor will design a special program of instruction and research in economics to satisfy the academic needs of student. May be repeated for graduate credit with prior approval of the student's advisor.
- 715 *BUSINESS CONDITIONS ANALYSIS* (5-0-5)
 Prerequisites: Graduate student status and permission of Instructor.

Comparison of methods and objectives of national product, flow-of-funds, input-output, and balance of payments accounting systems. Social accounting and business-projection methods are considered in the context of economic planning and economic forecasting.

EDUCATION (EDU)

- 099 *DEVELOPMENTAL READING* (3-4-5)
A course designed for those students who have inadequate reading and study skills to enter regular freshmen college classes. Emphasis will be placed on diagnostic and prescriptive development of reading skills and techniques and study skills necessary for successful academic achievement at Augusta College. Instruction will be individualized and tailored to meet each student's needs so that a desirable balance between success and challenge will be maintained. Credit for this course is not applicable to degree programs and is not transferable to other institutions.
- 202 *FOUNDATIONS OF EDUCATION* (5-0-5)
An introduction to public school teaching, including the study of duties and responsibilities of teachers, state public school programs, development of the American school, and philosophies of education. A prerequisite course for upper division teacher education work.
- 203 *HUMAN DEVELOPMENT IN THE EDUCATIVE PROCESS* (4-2-5)
Prerequisite: PSY 101 or permission of Instructor.
A study of the individual from birth to adulthood with reference to maturation of learning and behavior, mental hygiene and problems of adjustment. The student will participate in approved community activity, working with and observing children.
- 205 *FOUNDATIONS AND EDUCATIONAL PSYCHOLOGY* (4-2-5)
The basic principles of foundations of teaching and educational psychology applied to teaching in the secondary school.
- 304 *EDUCATIONAL PSYCHOLOGY* (4-2-5)
Application of psychology to the teaching-learning situation. Special emphasis on theories of learning, motivation, measurement, personality development, and individual differences.

- 330 *EARLY ELEMENTARY EDUCATION* (4-2-5)
Prerequisites: EDU 203 and EDU 304.
A study of the curricular needs of children of the early years and the early elementary school with special emphasis upon the pre-school programs. A study is made of techniques and materials appropriate for use with children in the designated age groups.
- 333 *GUIDANCE AND LEARNING OF THE YOUNG CHILD* (4-2-5)
Prerequisites: EDU 203, 304, and 335.
A study of the principles and techniques for guidance of the young child. Practice and instruction in writing a child study, making anecdotal observations and records, interpreting and prescribing learning aimed at individual needs with particular emphasis on positive ways of dealing with young children. A major activity will be to plan a positive, humanistic, prescriptive program for a selected developmental stage of early childhood.
- 335 *ELEMENTARY SCHOOL CURRICULUM* (2-0-2)
Prerequisite: EDU 304.
Determining curriculum content and planning instructional programs in the elementary school.
- 336 *CURRICULUM FOR AESTHETIC DEVELOPMENT* (4-2-5)
Prerequisites: EDU 204, 302 or 304.
Designed for prospective fine arts teachers. Taught cooperatively by the Fine Arts and Education Departments. The course deals with principles of teaching and learning, the organization of the curriculum, and planning of instructional programs in art and music for grades K-12.
- 337 *THE AMERICAN HIGH SCHOOL CURRICULUM* (4-2-5)
Prerequisite: EDU 205.
Determining curriculum content and planning instructional programs in the secondary school based on pupil needs and system requirements.
- 343 *PARENT EDUCATION* (5-0-5)
Techniques of communicating with parents of children who present an array of individual differences. Techniques used include role playing and other modes of communicating with parents.
- 352 *TEACHING LANGUAGE ARTS* (2-2-3)
Prerequisite: EDU 304.
Concerned with the procedures involved in the development of

listening, speaking, and writing skills of children. Stresses effective use of language in oral and written communication. *To be scheduled concurrently with Education 335.*

353 *TEACHING ELEMENTARY MATHEMATICS AND SCIENCE* (2-2-3)

Prerequisite: EDU 304.

Considers objectives, content, materials, methods of instruction, problem solving and computation, adapting instruction to individual needs, and evaluation, plus experimentation in science.

354 *TEACHING ELEMENTARY SOCIAL STUDIES* (2-0-2)

Consideration of objectives, content, and procedures with emphasis on unit teaching. Deals with human relationships, social problems, process of investigation, and problem-solving skills. *To be scheduled concurrently with Education 353.*

404 *EDUCATIONAL MEASUREMENT* (5-0-5)

Prerequisite: EDU 205 or 304.

Construction, use, and interpretation of teacher-made and standardized tests.

435-436 *STUDENT TEACHING* (0-30-12)

Prerequisite: EDU 335 or 456.

Prospective teachers are placed in selected schools for an entire quarter, during which time they are supervised in actual teaching in their chosen teaching field.

437 *PRACTICUM WITH EDUCABLE MENTALLY RETARDED* (0-10-5)

Orientation, observation, and teaching with EMR pupils.

438 *MANAGEMENT OF EXCEPTIONAL CHILDREN* (4-2-5)

Prerequisite: EDU 460.

The study of management techniques as they relate to exceptional children. Factors relevant in planning for the emotionally disturbed, the neurologically impaired, and the mentally retarded child are presented. Opportunity is provided for student observation and participation in special education classes.

439 *PRACTICUM WITH TRAINABLE MENTALLY RETARDED* (0-10-5)

Prerequisite: EDU 460 or EDU 461.

A course designed for those who wish to add certification for teaching trainable mentally retarded youngsters to their teaching certificate. The course is to be taken during the first year of

teaching TMR's. It is anticipated that the majority of students taking the course will already have certification with EMR's.

- 451 *EDUCATION WORKSHOP FOR ELEMENTARY TEACHERS* (10-0-10)
A problems course in curriculum and methods designed for in-service teachers. Teachers having satisfactorily completed other professional requirements for certification and having at least one year of full-time teaching experience may register for this experience in lieu of student teaching.
- 452 *EDUCATION WORKSHOP FOR HIGH SCHOOL TEACHERS* (10-0-10)
A problems course in curriculum and methods designed for in-service teachers. Teachers having satisfactorily completed other professional requirements for certification and having at least one year of full-time teaching experience may register for this experience in lieu of student teaching.
- 456 *SECONDARY SCHOOL MATERIALS AND METHODS* (4-2-5)
Prerequisite: EDU 337.
Review and study of the basic methods of instruction; criteria of selection and utilization of instructional materials; integration of methods and media.
- 457 *ASSESSMENT AND EVALUATION OF LEARNING* (1-2-2)
Construction, implementation, and analysis of various types of assessment devices and their use in evaluating various types of learning.
- 458 *PROBLEMS IN SECONDARY CURRICULUM AND INSTRUCTION* (Variable)
Analysis of and possible solutions to instructional problems faced by secondary school teachers.
- 459 *SYNTHESIS OF INSTRUCTIONAL COMPETENCIES* (1-4-3)
Student will demonstrate in a teaching learning situation an acceptable level of competence with various instructional models by the synthesis of various teaching skills.
- 460 *EDUCATION OF EXCEPTIONAL CHILDREN** (3-4-5)
Prerequisite: EDU 205 or 304.
A survey course which deals with the general problems involved in the education of exceptional children.

- 461 *INTRODUCTION TO MENTAL RETARDATION** (3-4-5)
 Prerequisite: EDU 460.
 A study of historical treatment of mental retardation as well as etiology and characteristics of the mentally retarded; methods of diagnosing and working with mentally retarded.
- 462 *MATERIALS AND METHODS FOR TEACHING THE MENTALLY RETARDED* (3-4-5)
 Prerequisites: EDU 460 and 461.
 Materials and methods as related to the development and establishment of desirable attitudes, abilities and skills necessary for successful learning experiences for the M.R. child.
- 463 *CURRICULUM FOR THE EDUCABLE MENTALLY RETARDED* (4-2-5)
 Prerequisites: EDU 460 and 461.
 Designed to give background information in curriculum content and planning for educable mentally retarded children and youth. Opportunity is provided the student to develop a curriculum guide for use in the classroom.
- 464 *MATERIALS AND METHODS FOR TEACHING THE TRAINABLE MENTALLY RETARDED CHILD* (5-0-5)
 Materials and methods as related to the development and establishment of desirable attitudes, abilities and skills necessary for successful self-adjustment and learning experience for the trainable mentally retarded child.
- 471 *THE TEACHING OF READING* (3-4-5)
 Prerequisites: EDU 304 and 335.
 A systematic coverage of the teaching of reading, including methods, techniques, and materials.
- 472 *DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION* (3-4-5)
 Prerequisite: EDU 471.
 An examination of reading difficulties encountered in the classroom. Emphasis on diagnostic-prescriptive teaching. Experience in utilization of informal diagnostic instruments and tutoring individual students in reading skills.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
 A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this

seminar will be coordinated with the seminars offered concurrently in other disciplines.

- 491 *SEMINAR IN ELEMENTARY EDUCATION* (3-0-3)
Scheduled concurrently with Education 435. Study and discussion of problems emerging from experiences in student teaching; planning school programs; place and responsibility of teacher in school.
- 491s *SEMINAR IN SPECIAL EDUCATION* (3-0-3)
Exploration and clarification of questions important to the teacher of exceptional children; current literature.
- 495 *SELECTED TOPICS* (Variable)
Seminar and/or directed study on major issues, practices and research in education. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 500 *TEACHER INQUIRY* (0-10-5)
Prerequisite: Post Baccalaureate Standing.
A course designed for teachers who have a need to investigate selected areas of teaching responsibility and to practice techniques designed to strengthen their competencies as teachers. Credit for this course is not applicable to degree programs; the grade is not to be computed in the GPA. Course may be repeated for credit.
- 590 *GUIDANCE FOR THE MENTALLY RETARDED* (5-0-5)
Prerequisite: EDU 460.
The study of techniques and processes in guiding retarded children and adolescents. Vocational aspirations and self-concepts of the retarded are considered. Utilization of role playing is an important aspect of the course.
- 591 *DEVELOPMENT OF CURRICULA FOR THE MENTALLY RETARDED* (5-0-5)
Emphasis is on the preparation of appropriate materials for the education of the mentally retarded. Effective usage is considered with curriculum aims and objectives.

- 592 *LANGUAGE ARTS FOR THE MENTALLY RETARDED* (5-0-5)
 Prerequisite: EDU 460.
 A study of methods, techniques, and models of language as these relate to the needs of the retarded. Class discussion, group presentations and development of materials are parts of class content.
- 595 *READING IN THE SECONDARY SCHOOL* (3 or 5)
 Prerequisites: EDU 304 or 614 and EDU 337 or 637.
 The role of reading instruction in secondary schools. Emphasis on instructional theory and methods of teaching basic and developmental reading skills, organization, techniques and materials for flexible grouping and individualized instruction in junior and senior high schools.
- 596 *EARLY CHILDHOOD EDUCATION INTERNSHIP* (6-20-15)
 Prerequisites: EDU 330, 333, and 435-491 or permission of Instructor.
 The student will daily implement the plan for an Early Childhood Program personally developed in EDU 333 in a classroom with children under six. Other activities will include classroom instruction in content and management areas focused on the needs of children under six.
- 602 *FOUNDATIONS OF EDUCATION (HISTORICAL, PHILOSOPHICAL, SOCIOLOGICAL)* (5-0-5)
 A study of the influence of European education upon American education; the major philosophies, especially those currently in use; and the effects of sociological patterns upon educational trends.
- 604 *TESTS AND MEASUREMENTS* (5-0-5)
 Nature and function of measurement in education. Teacher-made and standardized tests and scales. Introductory statistical concepts of measurement.
- 605 *INSTRUCTIONAL MEDIA* (5-0-5)
 Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the school. Emphasis on innovative equipment and creative development of instructional materials.

- 614 *ADVANCED EDUCATIONAL PSYCHOLOGY* (5-0-5)
Applications of the scientific findings of psychology to the more complex problems of the educative process.
- 616 *TEACHER-STUDENT RELATIONS* (2-2-3)
Prerequisites: EDU 614 and 637.
Analysis of the basic legal, social, philosophical, and psychological issues involved in the teacher-student relationship in the public school setting; emphasis on skill training in various techniques of classroom management.
- 620 *FUNDAMENTALS OF GUIDANCE* (5-0-5)
An introduction to professional training for counselors and an opportunity for teachers to acquire an over-view of guidance functions in the school program.
- 625 *TEACHING ELEMENTARY SCHOOL MATHEMATICS* (5-0-5)
Prerequisites: Teaching experience or an undergraduate methods course in this subject.
Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance, evaluation procedures.
- 635 *PRINCIPLES OF CURRICULUM DEVELOPMENT* (5-0-5)
Principles and practices of curriculum development with the opportunity to participate in curriculum construction, emphasis on elementary school curricula.
- 637 *ADVANCED SECONDARY SCHOOL CURRICULUM DEVELOPMENT* (4-2-5)
Prerequisite: EDU 614 or permission of Instructor.
Problems of the school, teaching, and curriculum development, emphasis on the preparation and implementation of curricula.
- 650 *PROBLEMS IN MENTAL RETARDATION AND CULTURAL DEPRIVATION* (5-0-5)
Current literature and thinking concerning the retarded in a technological age. Implications for society. Life plans for the retarded are discussed. Trends and innovative programs, including studies of the culturally different, are considered.

- 651 *PROBLEMS OF TEACHING* (5-0-5)
 Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the elementary curriculum. Focus may be on specifically designated area of instruction depending on needs of students. (Course may be taken more than once for credit.)
- 652 *DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS* (5-0-5)
 Focus on relationship of language development and thinking to teaching communicative skills. Specific areas covered include techniques for developing oral and aural language facility and functional and creative writing.
- 653 *TEACHING ELEMENTARY SCHOOL SCIENCE* (5-0-5)
 Prerequisite: Teaching experience or an undergraduate methods course in this subject.
 Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in co-operative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures.
- 654 *TEACHING ELEMENTARY SCHOOL SOCIAL STUDIES* (5-0-5)
 Prerequisite: Teaching experience or an undergraduate methods course in this subject.
 Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures.
- 656 *ADVANCED INSTRUCTIONAL TECHNIQUES* (2-2-3)
 Prerequisite: EDU 637 or permission of Instructor.
 Development of and training in the use of advanced methods of instructing.
- 657 *DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIALS* (1-2-2)
 Prerequisite: EDU 614, 637, or permission of Instructor.
 Development and evaluation of individualized instructional materials.
- 660 *CHARACTERISTICS OF THE GIFTED* (5-0-5)
 Prerequisites: EDU 304 or equivalent and permission of Instructor.

Psychological characteristics of children and youth who are gifted intellectually, creatively, or behaviorally. Identification procedures and basic philosophies of treatment will be stressed.

661 *METHODS AND MATERIALS FOR TEACHING
THE GIFTED* (5-0-5)

Prerequisites: EDU 660 or permission of instructor.

Development, utilization and evaluation of instructional materials and approaches for gifted students.

670 *PROBLEMS IN READING EDUCATION* (5-0-5)

Prerequisite: EDU 471 or 671.

Intensive examination of selected problems and emerging practices of reading instruction based on recent knowledge of instruction and learning in various aspects of the reading program. Focus may be on a specifically designated aspect of instruction depending on needs of students. Course may be taken more than once for credit.

671 *TEACHING OF READING* (5-0-5)

Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on current practices of teaching reading with a variety of organizational patterns.

672 *DIAGNOSIS AND CORRECTION OF
READING DIFFICULTIES* (5-0-5)

Prerequisites: EDU 304, 614, and 671.

Diagnostic procedures and materials with emphasis on application of remedial techniques with both groups and individuals. Students diagnose and prescribe for reading disability cases under supervision.

673 *MATERIALS AND METHODS IN READING* (5-0-5)

Prerequisites: EDU 471 or 671 and EDU 304 or 614.

Critical evaluation of instructional methods and materials in all areas of reading. Emphasis on demonstration and student production and application of materials and methods for effective reading instruction, including the content fields.

674 *DEVELOPING AND GUIDING READING
PROGRAMS* (5-0-5)

Emphasis on the development and guidance of the total reading program and its various aspects. Focus is directed toward instructional personnel, facilities, equipment, and materials essential for

planning and coordinating developmental and corrective reading programs for multivariate cultural groups and for evaluating the total program.

677 *PRACTICUM IN REMEDIAL READING I* (5-0-5)

Prerequisites: EDU 672, 673, and permission of Instructor.

Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with retarded readers in elementary school.

678 *PRACTICUM IN REMEDIAL READING II* (5-0-5)

Prerequisites: EDU 672, 673, and permission of Instructor.

Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with retarded readers from high school or college level. Group diagnosis and remediation included.

690 *READINGS AND RESEARCH IN EDUCATION
OF MENTALLY RETARDED CHILDREN
AND YOUTH* (5-0-5)

In-depth reading and reporting on an educational or social facet emphasizing mental retardation. A scrutinization of the literature is stressed.

691 *SEMINAR IN ELEMENTARY EDUCATION* (5-0-5)

Study of issues, theories, and emerging practices in elementary education through investigation, research reports, and critical analysis.

692 *SEMINAR IN SECONDARY EDUCATION* (1 to 3 hrs.)

Prerequisite: EDU 701.

Study of emerging issues and trends in secondary curriculum and instruction.

700 *METHODS OF EDUCATIONAL RESEARCH* (5-0-5)

Research skills and related competencies involved in the planning, conducting, and reporting of applied research studies of the type for the degree of Master of Education.

701 *INTERPRETATION AND APPLICATION OF
EDUCATIONAL RESEARCH* (1-2-2)

Development of skills necessary for the interpretation and application of educational research.

- 704 *ASSESSMENT OF THE INDIVIDUAL* (5-0-5)
 Prerequisites: EDU 404, 604, 614, 705, or permission of Instructor.
 Administration, scoring and interpretation of individual intelligence and aptitude tests with an eventual goal the diagnosis of, and prescription for, learning problems.
- 705 *STATISTICAL METHODS IN EDUCATION* (5-0-5)
 Descriptive statistics used in education with a brief introduction to probability and inference.
- 721 *BIOLOGICAL AND CULTURAL ASPECTS OF MENTAL RETARDATION* (5-0-5)
 Description of biogenetic aspects of mental retardation and cultural aspects. Implications concerning education and adjustment are stressed with the facets of diagnosis and educational modifications.
- 722 *DIAGNOSTIC AND PRESCRIPTIVE TEACHING OF EXCEPTIONAL CHILDREN* (4-2-5)
 Prerequisite: EDU 562.
 The study of methods for assembling diagnostic information and appropriate teaching techniques for disturbed or mentally disabled children. Laboratory experiences permit the student to work with the child in a one-to-one situation and plan an opportunity structured learning situation which provides proper adjustment for the individual child as a learner.
- 735 *PRACTICUM IN ELEMENTARY EDUCATION* (5-0-5)
 Practical experiences with elementary children under supervision. Focus will be determined by needs of individual student. May be repeated for credit.
- 737 *GRADUATE PRACTICUM EXPERIENCES—EMR* (5-0-5)
 Planned situations where varying methodologies of teaching or program planning are carried out. May be repeated for credit.
- 771 *ADVANCED READING INSTRUCTION* (5-0-5)
 Prerequisites: EDU 471-671 and EDU 304-614.
 An intensive study of theories of causation of reading problems and teaching reading through analysis of specific learning modalities with application of related techniques and materials.

- 797 *INTERNSHIP IN ELEMENTARY EDUCATION* (2-6-5)
A service-learning experience designed to provide the Master of Education Program in Elementary Education an alternative to EDU 799. The course offers opportunity for the student to engage in supervised practicum experiences, focusing attention on planning and implementing teaching strategies designed to meet specific learner needs. A detailed written report of the strategies undertaken will be submitted.
- 798 *INSTRUCTIONAL COMPETENCIES SESSIONS* (1-5 hrs.)
Students will demonstrate competence with various instructional skills in a teaching-learning environment.
- 799 *APPLIED PROJECT IN EDUCATION* (5-10 hrs.)
Preparation of an independent project under the direction of the major professor.

ENGLISH (ENG)

- 099 *DEVELOPMENTAL ENGLISH* (5-0-5)
Instruction and drill in writing sentences, structuring paragraphs, organizing essays, and building vocabulary. Credit for this course is not applicable to degree programs and is not transferable to other institutions.
- 101 *COLLEGE COMPOSITION I* (5-0-5)
Instruction in reading and writing essays. The course emphasizes critical thinking, coherent development of ideas, and clarity of expression.
- 102 *COLLEGE COMPOSITION II* (5-0-5)
Prerequisite: English 101 with grade of C or better.
Further instruction in the principles of good writing; introduction to drama, fiction, and poetry; techniques of writing the research paper.
- 111 *FRESHMAN ENGLISH* (5-0-5)
Admission only by invitation of the Department. The course combines the work of English 101-102 and, when successfully completed, carries an additional award of five quarter hours credit. ENG 101-102 or 111 is prerequisite for ENG 271; ENG 101-102 or 111 and HUM 221-222-223 are prerequisites for all 300 and 400 series courses.

- 211 *DEBATE AND FORENSICS* (1-2-2)
Introduction to the principles of argumentation and debate. Students will be expected to participate in intercollegiate competition.
- 271 *REPORT WRITING* (5-0-5)
The technique of exposition applied to letters and memoranda and to business and technical reports.
- 295 *SELECTED TOPICS* (Variable)
A study of various literary movements, developments and genres of interest to the lower-division undergraduate student.
- 303 *CHILDREN'S LITERATURE* (5-0-5)
Designed for teachers in the elementary school program. Types of literature for pre-school and elementary-school age groups will be studied.
- 305 *CINEMA* (5-0-5)
A study of the history and technique of the motion picture, with concentration upon the achievements of selected major directors.
- 307 *INTRODUCTION TO LINGUISTICS* (5-0-5)
The fundamentals of descriptive and structural linguistics: phonemes and phonemic transcription; morphology and syntax; and transformational grammar.
- 309 *HISTORY OF THE ENGLISH LANGUAGE* (5-0-5)
Anglo-Saxon to the Modern Period.
- 310 *ADVANCED COMPOSITION* (5-0-5)
Emphasis on stylistic analysis and structural problems. Recommended for students planning a career teaching English at either the secondary or college level.
- 311 *WRITING* (5-0-5)
Study and application of the techniques of prose and drama.
- 313 *BLACK LITERATURE* (5-0-5)
A survey of Afro-American literature from the early slave narratives to the present. Emphasis is placed on the writings of Wright, Baldwin, and Ellison.
- 315 *TEACHING HIGH SCHOOL ENGLISH* (5-0-5)
A consideration of the problems involved in teaching language, literature, and composition at the high school level.

- 319 *LITERARY CRITICISM* (5-0-5)
The major critics from Aristotle to T.S. Eliot. Emphasis on the development of various 20th-century critical positions.
- 321 *ANGLO-SAXON AND MEDIEVAL LITERATURE* (5-0-5)
A study of English and European medieval literature; epic, romance, drama, and the lyric.
- 325 *EARLY RENAISSANCE AND ELIZABETHAN LITERATURE* (5-0-5)
Non-dramatic literature of the English Renaissance, with special emphasis on Wyatt, Surrey, Sidney, and Spenser.
- 331 *17th CENTURY LITERATURE* (5-0-5)
A survey of the non-dramatic literature from Bacon to Dryden. Emphasis is placed on the metaphysical poets and Milton.
- 335 *NEOCLASSICAL LITERATURE* (5-0-5)
A survey of English literature from Dryden through Burns. Emphasis is placed on Dryden, Pope, Swift, and Johnson.
- 341 *THE ROMANTIC MOVEMENT IN ENGLAND* (5-0-5)
The survey of major romantic authors with emphasis on Blake, Wordsworth, Coleridge, Byron, Keats, and Shelly.
- 343 *VICTORIAN LITERATURE* (5-0-5)
A survey of major writers and intellectual movements in England from the 1830's to the 1890's, with emphasis on such figures as Tennyson, Browning, Newman, and Arnold.
- 345 *MODERN BRITISH LITERATURE* (5-0-5)
A survey of major British writers from Conrad to the present, with emphasis on short fiction and drama.
- 351 *AMERICAN LITERATURE TO THE RISE OF REALISM* (5-0-5)
The major writers before 1860, with special emphasis on Poe, Hawthorne, and Melville.
- 355 *AMERICAN LITERATURE SINCE THE RISE OF REALISM* (5-0-5)
The major writers since 1860, with special emphasis on Twain, James, Dickinson, and Eliot.

- 405 *THE RISE OF THE ENGLISH NOVEL** (5-0-5)
A survey of major eighteenth- and early nineteenth-century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen.
- 407 *THE ENGLISH NOVEL FROM SCOTT TO HARDY** (5-0-5)
A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy.
- 410 *THE MODERN BRITISH NOVEL** (5-0-5)
A study of several modern British novels, with emphasis on works by Woolf, Lawrence, Forster, Greene, Caryl, and Joyce.
- 415 *THE AMERICAN NOVEL THROUGH
HENRY JAMES** (5-0-5)
A study of the American novel in the 19-century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James.
- 420 *THE MODERN AMERICAN NOVEL** (5-0-5)
A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow.
- 425 *ENGLISH DRAMA TO 1640** (5-0-5)
A survey of the English drama from its origin to the close of the theater. Emphasis is placed on the works of Marlowe, Jonson, Webster, and Tourneur.
- 430 *MODERN DRAMA** (5-0-5)
A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams.
- 435 *MODERN POETRY** (5-0-5)
A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden.
- 450 *CHAUCE** (5-0-5)
The Canterbury Tales, Troilus and Criseyde, and some minor poems.
- 455 *SHAKESPEARE** (5-0-5)
The major histories, comedies, and tragedies; the Elizabethan theatre.

- 460 *MILTON** (5-0-5)
The major and minor poems and selected prose.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS** (5-0-5)
Prerequisite: Permission of the Instructor.
Seminar in a particular subject or movement, often conducted on an interdisciplinary basis.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable Credit)
Prerequisite: Permission of the Instructor.
Research into a specific topic under the close direction of the supervising instructor. Emphasis will be placed on the student's learning research techniques.
- 540 *TEACHING EUROPEAN LITERATURE I* (5-0-5)
Prerequisite: Appropriate undergraduate survey sequence or permission of Instructor.
A systematic coverage of European literature from the beginning to 1700; approaches and techniques of teaching literature survey courses at the high school and college levels.
- 541 *TEACHING EUROPEAN LITERATURE II* (5-0-5)
Prerequisite: Appropriate undergraduate survey sequence or permission of Instructor.
A systematic coverage of European literature from 1700 to the present; approaches and techniques of teaching literature survey courses at the high school and college level.
- 601 *CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL* (5-0-5)
Prerequisites: Admission to the graduate school and permission of Instructor.

A critical study of literature for children. Topics include the history of children's literature; a survey of types of children's literature; and problems in teaching literature in the elementary school.

605 *ISSUES IN LITERARY CRITICISM* (5-0-5)

Prerequisites: Admission to the graduate school and permission of Instructor.

A study of important issues in literary criticism from the work of Plato to the present, with emphasis upon twentieth-century critical thought.

610 *TEACHING HIGH SCHOOL COMPOSITION* (5-0-5)

Prerequisites: Admission to the graduate school and permission of Instructor.

A study of methods and approaches to teaching junior and senior high school composition.

615 *ENGLISH LANGUAGE I* (5-C-5)

Prerequisites: Admission to the graduate school and permission of Instructor.

Introduction to English linguistics: studies in phonology, morphology and syntax, with emphasis on transformational-generative grammars.

620 *ENGLISH LANGUAGE II* (5-0-5)

Prerequisites: English 615 or an equivalent course in linguistics; admission to the graduate school and permission of Instructor. Studies in language concentrating on semantics and dialectal variations.

625 *HISTORY OF THE ENGLISH LANGUAGE* (5-0-5)

Prerequisites: Admission to the graduate school and permission of Instructor.

Studies in the nature of linguistic change and the development of the English language from Old English to the present.

631 *ELIZABETHAN LITERATURE* (5-0-5)

Prerequisites: Admission to the graduate school and permission of Instructor.

A survey of non-dramatic literature written during the sixteenth century, with emphasis on Sidney, Spenser, and Shakespeare.

- 661 *ENGLISH ROMANTICISM* (5-0-5)
 Prerequisites: Admission to the graduate school, English 341 and permission of Instructor.
 An advanced survey of major romantic poetry and prose, with emphasis on Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 671 *AMERICAN ROMANTICISM* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 An intensive survey of American Romanticism with special emphasis on Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and selected Black writers.
- 673 *AMERICAN REALISM AND NATURALISM* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 A study of the major works and authors of the Realist and Naturalist movements, 1865-1917.
- 675 *TWENTIETH CENTURY AMERICAN LITERATURE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 A study of the major works and authors in twentieth-century American literature.
- 693 *STUDIES IN GENRE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 A study of a particular literary genre, such as comedy, tragedy, or satire.
- 705 *STUDIES IN EUROPEAN LITERATURE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 A seminar in European literature with emphasis on research and critical evaluation of a specific theme or aspect of European literature.
- 710 *STUDIES IN ENGLISH LITERATURE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 Studies in selected authors, movements, or subjects in English literature.

- 715 *STUDIES IN AMERICAN LITERATURE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 Studies in selected authors, movements, or subjects in American literature.
- 720 *STUDIES IN SHAKESPEARE* (5-0-5)
 Prerequisites: Admission to the graduate school and permission of Instructor.
 Studies in the major plays of Shakespeare.

FRENCH (FR)

- 101 *ELEMENTARY FRENCH I* (5-1-5)
 (A course designed primarily for students without previous experience in the study of French. Students presenting two or more high school units in French are not permitted to take this course for college credit without written permission from the Chairman of the Department of Modern Languages.)
 Drill in pronunciation, fundamentals of grammar, simple reading and translations, oral and written exercises, vocabulary building. Students in this course are required to spend a minimum of one hour per week in the language laboratory.
- 102 *ELEMENTARY FRENCH II* (5-1-5)
 Prerequisite: FR 101.
 A continuation of French 101.
- 201 *INTERMEDIATE FRENCH I* (5-1-5)
 Prerequisite: FR 101-102 or two units of high school French.
 Review of French grammar; reading and translation of various types of French literature. Emphasis on oral expression and aural comprehension.
- 202 *INTERMEDIATE FRENCH II* (5-0-5)
 Prerequisite: FR 201 or equivalent.
 A continuation of French 201.
 NOTE: The above courses are considered service courses and are not to be included in the 25 hours required for a minor in French. The minor in French will normally consist of FR 211, FR 301, FR 302, and 10 additional hours in courses at the 300-400 level. A grade of C or higher must be earned in each of the courses to be credited toward the minor.

- 211 *CONVERSATIONAL FRENCH* (Variable)
 Prerequisite: FR 201-202 or equivalent.
 A course designed to promote the student's ability to express himself correctly in spoken and written French; emphasis on conversation and composition.
- 461 *FRENCH LITERATURE IN THE EIGHTEENTH CENTURY* (5-0-5)
 Prerequisite: FR 301-302.
 The growth of rationalism and *sensibilité*. The *Philosophes* and the *Encyclopédistes*. The tearful comedy and dramatic works of Lesage, Marivaux, Voltaire, and Beaumarchais. The melodrama.
- 471 *FRENCH POETRY* (5-0-5)
 Prerequisite: FR 301-302.
 A survey of French poetry from the *chansons de geste* of the Middle Ages to the present time. Special attention given to types of verse, poetic theories and techniques, and interpretation.
- 481 *ADVANCED CONVERSATION AND COMPOSITION* (Variable)
 Comprehensive review of French grammar and syntax. Vocabulary building. Oral and written reports.
- 491-492-493 *STUDY ABROAD* (15 credit hours)
 Prerequisites: FR 211 and junior or senior standing.
 The study of French language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program.
- 495 *SELECTED TOPICS* (Variable)
 Prerequisites: Senior standing and permission of the Department Chairman.
 A variable-content course, intended to meet the interest of senior students desiring to make an intensive study of some special areas of French language or literature. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
 An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

GEOGRAPHY (GGY)

- 101 *PHYSICAL GEOGRAPHY* (5-0-5)
A survey of physical geography.
At the level of: Strahler, *Introduction to Physical Geography*.

GEOLOGY (GLY)

- 101 *PHYSICAL GEOLOGY* (3-4-5)
Study of minerals and rocks; fundamentals of earth structure and processes including vulcanism, mountain-building, erosion, sedimentation, metamorphism. Laboratory includes study of common minerals and rocks, interpretation of geologic maps and cross-sections; field trips required.
- 102 *HISTORICAL GEOLOGY* (3-4-5)
Prerequisite: GLY 101 or permission of Instructor.
A study of geologic principles applicable to earth history. Includes basic stratigraphy and paleontology, and survey of physical, physiochemical and biological events during earth development. Survey geologic time periods.

GERMAN (GER)

- 101 *ELEMENTARY GERMAN I* (5-1-5)
Fundamentals of grammar, pronunciation, conversation, composition, reading and translation.
- 102 *ELEMENTARY GERMAN II* (5-1-5)
Prerequisite: GER 101.
A continuation of German 101.
- 201 *INTERMEDIATE GERMAN I* (5-1-5)
Prerequisite: GER 101-102 or two units of high school German.
Review of German grammar, reading and translation of various types of German. Emphasis on oral expression and aural comprehension.
- 202 *INTERMEDIATE GERMAN II* (5-0-5)
Prerequisite: GER 201.
A continuation of German 201.

211 *CONVERSATIONAL GERMAN* (5-0-5)
Prerequisite: GER 202.
Emphasis on conversation and composition.

491-492-493 *STUDY ABROAD* (15 credit hours)
Prerequisites: GER 211 and junior or senior standing.
The study of German language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program.

HISTORY (HIS)

All students receiving a baccalaureate from Augusta College are required to present credits in HIS 211 or 212. Transfer students from outside of the State may present the equivalent of HIS 211 or 212 and in addition, HIS 479, or pass the exemption examination in Georgia History.

Unless otherwise indicated junior or senior level standing or permission of the instructor is required for all 300 and 400 level course offerings.

115 *WESTERN CIVILIZATION I* (5-0-5)
An introduction to the institutions and ideas that have played a prominent role in the Western World from pre-history to mid-17th century.

116 *WESTERN CIVILIZATION II* (5-0-5)
A continuation of HIS 115. From mid-17th century to the present.

211 *AMERICAN HISTORY I: THE UNITED STATES TO 1877* (5-0-5)

212 *AMERICAN HISTORY II: THE UNITED STATES SINCE 1877* (5-0-5)

311 *HISTORY OF ENGLAND TO 1689* (5-0-5)
Prerequisite: Permission of the Instructor.

312 *HISTORY OF ENGLAND FROM 1689 TO THE PRESENT* (5-0-5)
Prerequisite: Permission of the Instructor.

321 *RENAISSANCE AND REFORMATION, 1350 to 1648* (5-0-5)
Prerequisite: HIS 115.

- 325 *AGE OF REASON AND ENLIGHTENMENT, 1648 TO 1789* (5-0-5)
Prerequisite: HIS 115 or equivalent.
European institutions and ideas emphasized. Attention given to the emergence of Russia and Prussia as important states, and the Franco-British struggle for commercial and colonial empires.
- 331 *FRENCH REVOLUTION AND NAPOLEON* (5-0-5)
Prerequisites: HIS 115 and 116, or equivalents.
- 335 *NINETEENTH CENTURY EUROPE* (5-0-5)
Prerequisite: Permission of Instructor.
The rise of nationalism, liberalism, and democracy; the industrialization of society, origins and evolution of socialist thought and action; the progress of science; the "new imperialism", and systems of alliances which preceded WWI.
- 337 *TWENTIETH CENTURY EUROPE* (5-0-5)
Prerequisite: Permission of Instructor.
A history of Europe from the New Imperialism to the present. The main political, social, economic, intellectual and international movements will be stressed.
- 371 *SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1870* (5-0-5)
Prerequisite: Permission of Instructor.
- 372 *SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1870* (5-0-5)
Prerequisite: Permission of Instructor.
- 373 *UNITED STATES DIPLOMATIC HISTORY TO 1898* (5-0-5)
Prerequisite: Permission of Instructor.
- 374 *UNITED STATES DIPLOMATIC HISTORY FROM 1898 TO THE PRESENT* (5-0-5)
Prerequisite: Permission of Instructor.
- 375 *AFRICAN-AMERICAN HISTORY TO 1865* (5-0-5)
Prerequisite: HIS 211 or equivalent course.
- 376 *AFRO-AMERICAN HISTORY FROM 1865 TO PRESENT* (5-0-5)
Prerequisite: HIS 212 or equivalent course.

- 381 *COLONIAL LATIN AMERICA* (5-0-5)
Prerequisite: Permission of Instructor.
- 382 *LATIN AMERICA IN THE 19th AND 20th CENTURIES* (5-0-5)
Prerequisite: Permission of Instructor.
- 391 *EAST ASIA FROM ANTIQUITY TO 1850* (5-0-5)
Open to upper-classmen.
- 392 *EAST ASIA FROM 1850 TO THE PRESENT* (5-0-5)
Open to upper-classmen.
- 417 *RUSSIAN HISTORY TO 1905** (5-0-5)
Prerequisite: Permission of Instructor.
- 418 *RUSSIAN HISTORY FROM 1905 TO THE PRESENT** (5-0-5)
Prerequisite: Permission of Instructor.
- 421 *THE BRITISH EMPIRE AND COMMONWEALTH** (5-0-5)
- 456 *TEACHING SECONDARY SOCIAL STUDIES** (3-0-3)
The course acquaints the student with the objectives of the various disciplines which are concerned with the study of society and deals with their integration and presentation in the secondary school classroom.
- 471 *AMERICAN COLONIAL HISTORY** (5-0-5)
Prerequisite: Permission of Instructor.
- 473 *THE UNITED STATES FROM INDEPENDENCE TO 1850** (5-0-5)
Prerequisite: HIS 211 or equivalent.
- 475 *CIVIL WAR AND RECONSTRUCTION** (5-0-5)
Prerequisite: HIS 211.
- 476 *THE NEW SOUTH, 1877 TO THE PRESENT** (5-0-5)
Prerequisite: Permission of Instructor.
- 477 *THE UNITED STATES SINCE 1877** (5-0-5)
Prerequisite: Permission of Instructor.
- 479 *HISTORY OF GEORGIA** (5-0-5)
The economic, social, cultural, and political development of

Georgia from its founding as a colony to the present. Open to all students above the freshman level. *A satisfactory grade will exempt a student from the requirement of passing an examination on the History of Georgia.*

- 481 *HISTORY OF MEXICO, FROM ANTIQUITY TO THE PRESENT** (5-0-5)
Prerequisite: Junior or senior standing.
- 490 *SEMINAR IN THIRD WORLD CULTURES** (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS** (Variable)
Prerequisite: Permission of the Department Chairman.
Designed primarily for graduating seniors who plan to teach and/or pursue graduate study. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP** (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisite: Permission of the Department Chairman.
For juniors and seniors only. Methods of historical research and various aids, as well as the generally accepted usages in historical composition.
- 611 *HISTORY OF EDUCATION* (5-0-5)
This course treats of the great educators and educational theorists in each of the major eras of civilization.
- 638 *THE AGE OF REVOLUTIONS* (5-0-5)
A study of western political revolutions against the background of western social and economic revolutions in an effort to trace the development of middle class concepts. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students.
- 639 *EMERGENCE OF THE CONTEMPORARY WEST* (5-0-5)
A study of the fundamental concepts of western man and their

impact on the contemporary world. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students.

671 *STUDIES IN U.S. URBAN PROBLEMS* (5-0-5)

A study of the rise of urban America, with heavy emphasis on the problems of the modern city. Attention will be focused upon the myriad of issues related to the dual processes of urbanization and industrialization.

674 *U.S. AND WORLD AFFAIRS SINCE 1945* (5-0-5)

An in-depth study of the U.S. Foreign Policy since 1945 with special emphasis upon the Cold War and related topics.

677 *CRITICAL ISSUES AND PROBLEMS IN RECENT U.S. HISTORY* (5-0-5)

A study of critical political, economic, diplomatic and social issues and problems of twentieth century United States.

678 *STUDIES IN THE HISTORY OF AMERICAN LABOR* (5-0-5)

Focuses on the rise and progress of trade unionism from the colonial period to the present. Covers the rise and growth of labor unions, leaders of the 19th and 20th centuries, legislation, and the changing attitudes of the courts toward organized labor.

679 *SELECTED TOPICS IN GEORGIA HISTORY* (5-0-5)

A study of specific aspects of Georgia history, including social and cultural as well as political. Provides a context for relating regional history to national and international, and the past to the present.

685 *INTER-AMERICAN RELATIONS* (5-0-5)

A study of the cultural, commercial and diplomatic relations between the American republics. Emphasis on the 20th century.

HUMANITIES (HUM)

221 *GREECE AND ROME* (5-0-5)

Prerequisites: ENG 101-102 or 111.

A study of the ideas and values of the ancient world as they are embodied in the art and literature of the Greeks and Romans.

222 *MIDDLE AGES TO THE AGE OF REASON* (5-0-5)

Prerequisites: ENG 101-102 or 111, and HUM 221.

A study of the major intellectual, literary and esthetic developments in the period between the fall of the Roman Empire and the emergence of Romanticism.

223 *THE MODERN WORLD* (5-0-5)

Prerequisites: ENG 101-102 or 111, and HUM 221.

A study of intellectual, literary and esthetic developments as they appear in major artistic, musical, and literary works of romantic and modern artists.

JOURNALISM (JRL)

101 *INTRODUCTION TO JOURNALISM* (5-0-5)

A survey of mass communication media, emphasizing the press. Special techniques of journalistic composition.

201 *PRACTICAL JOURNALISM I* (1-2-2)

An in-depth study of newspaper journalism, with emphasis on news writing, feature writing, and editorial writing.

202 *PRACTICAL JOURNALISM II* (1-2-2)

Journalism 201 continued, with emphasis on handling assignments, covering newsbeats, writing reviews, criticism, and sports.

203 *PRACTICAL JOURNALISM III* (1-1-1)

Journalism 201-202 continued, with emphasis on newspaper editing and layout techniques.

LIBRARY SCIENCE (LIB)

303 *REFERENCE SERVICES* (5-0-5)

Prerequisite: Senior-college standing or permission of Instructor.
A study of reference sources and use of library as an information laboratory.

304 *BOOK SELECTION* (5-0-5)

Prerequisite: Senior-college standing or permission of Instructor.
A study of selection aids, book publishers and standards useful in building library collections.

305 *ADMINISTRATION OF THE SMALL LIBRARY* (5-0-5)

Prerequisite: Senior-college standing or permission of Instructor.
A study of organization and administration of a small library, including housing, equipment, staff, public relations and other aspects of library management.

- 306 CATALOGING AND CLASSIFICATION (5-0-5)
Prerequisite: Senior-college standing or permission of Instructor.
Instruction and practice in the organization of library materials based on the Dewey Decimal Classification.

MATHEMATICS (MAT)

- 099 DEVELOPMENTAL MATHEMATICS (5-2-5)
A course designed for those students who have insufficient background to enter regular freshman mathematics classes. Emphasis will be placed on the development of certain skills in arithmetic and the usual topics associated with beginning and intermediate algebra. Credit for this course is not applicable to degree programs and is not transferable to other institutions.
- 101 FRESHMAN MATHEMATICS I (5-0-5)
A study of various numeration methods, introduction to set theory, mathematical systems, symbolic logic and truth tables, and analytic geometry. At the level of Turner and Prouse, *Introduction to Mathematics*.
- 102 FRESHMAN MATHEMATICS II (5-0-5)
Prerequisite: MAT 101 or equivalent.
Probability, statistics, matrix theory, introduction to computers, and topics from geometry. At the level of Turner and Prouse, *Introduction to Mathematics*.
- 111 PRECALCULUS MATHEMATICS (5-0-5)
A study of number systems under the modern approach, theory of equations, permutations, combinations, binomial theorem, sequences including arithmetic and geometric progressions, exponential and logarithmic functions, trigonometric functions with emphasis on the Trigonometric Point. At the level of Munem and Yizze, *Functional Approach to Precalculus*.
- 121 FINITE MATHEMATICS I (5-0-5)
Introduction to functional notation, curve fitting with emphasis on conics as applied to problems of business and economics, introduction to differential calculus. At the level of Bowen, *Mathematics With Applications in Management and Economics*.
- 122 FINITE MATHEMATICS II (5-0-5)
Prerequisite: MAT 121 or equivalent.
Factors, matrices and matrix notation, linear equation systems,

linear programming, differential and integral calculus, as applied to the problems of business and economics. At the level of Bowen, *Mathematics With Applications in Management and Economics*.

201 *CALCULUS AND ANALYTIC GEOMETRY I* (5-0-5)

Prerequisite: MAT 111 or equivalent.

Elements of plane analytic geometry, including the conic sections; an introduction to calculus with emphasis on the concept of limits, continuity and derivative of a function; differentiation of algebraic functions; application of differentiation. At the level of Leithold, *The Calculus With Analytic Geometry*.

202 *CALCULUS AND ANALYTIC GEOMETRY II* (5-0-5)

Prerequisite: MAT 201.

The indefinite and definite integrals, areas, volumes, arc lengths, applications of integration to physics; polar coordinates, transcendental functions. At the level of Leithold, *The Calculus With Analytic Geometry*.

203 *CALCULUS AND ANALYTIC GEOMETRY III* (5-0-5)

Prerequisite: MAT 202.

Hyperbolic functions, formal integration, vectors and parametric equations, determinants and linear equations, solid analytic geometry. At the level of Leithold, *The Calculus With Analytic Geometry*.

204 *CALCULUS AND ANALYTIC GEOMETRY IV* (5-0-5)

Prerequisite: MAT 203.

Partial differentiation, multiple integrals with application, infinite series. At the level of Leithold, *The Calculus With Analytic Geometry*.

205 *MATHEMATICS OF FINANCE* (5-0-5)

Prerequisite: MAT 101.

A foundation in arithmetic and algebraic operations. Includes items on income, fundamental statistical methods, simple and compound interest, bank discount, long term investments. At the level of Shao, *Mathematics for Management and Finance*.

221 *ELEMENTARY STATISTICS* (5-0-5)

Prerequisite: Permission of Instructor.

Functional and summation notation, frequency distributions, descriptive measures, probability, mathematical expectation, binomial and normal probability distributions, statistical infer-

ence, hypothesis testing, simple linear regression and correlation, and the chi square statistic. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) At the level of Mendenhall, *Introduction to Probability and Statistics*, Third Edition.

231 *STATISTICAL METHODS* (3-0-3)

Prerequisite: MAT 221.

Further study of regression and correlation. Study of experimental design, analysis of variance, analysis of covariance, and non-parametric statistics. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) At the level of Mendenhall, *Introduction to Probability and Statistics*, Third Edition.

241 *SYMBOLIC LOGIC AND SET THEORY* (3-0-3)

Prerequisite: Ten credit hours in MAT or permission of Instructor.

A study of the logical connectives, the algebra of propositions, quantification, inference and arguments, the algebra of sets, relations and mappings, set-theoretic proofs.

302 *DIFFERENTIAL EQUATIONS* (5-0-5)

Prerequisite: MAT 204 or permission of Instructor.

Ordinary differential equations with applications to mechanics, geometry, and physics; solution of linear differential equations by Laplace Transformation; series solutions; solutions of partial differential equations by separation of variables. At the level of Spiegel, *Applied Differential Equations*.

321 *MODERN ABSTRACT ALGEBRA I* (5-0-5)

Prerequisite: MAT 241 or permission of Instructor.

Construction of number systems. Basic mathematical ideas which determine the structure of elementary algebra. Definitions and fundamental properties of rings, fields, and integral domains. At the level of Larsen, *Introduction to Modern Algebraic Concepts*.

322 *MODERN ABSTRACT ALGEBRA II* (5-0-5)

Prerequisite: MAT 321.

Further study of rings and fields, study of groups, vector spaces, linear transformations, and polynomials with real coefficients. At the level of Larsen, *Introduction to Modern Algebraic Concepts*.

325 *PROBABILITY AND STATISTICS I* (5-0-5)

Prerequisite: MAT 203.

Probability, mathematical expectation, study of discrete and con-

- tinuous probability distributions, moment generating functions, and the Central Limit Theorem. An introduction to sampling distributions, statistical inference, and hypothesis testing. At the level of Freund, *Mathematical Statistics*, Second Edition.
- 326 *PROBABILITY AND STATISTICS II* (5-0-5)
Prerequisite: MAT 325.
A study of game theory and decision criteria, point and interval estimation, theory and applications of hypothesis testing, non-parametric tests, regression and correlation, analysis of variance, and a general introduction to experimental design. At the level of Freund, *Mathematical Statistics*, Second Edition.
- 331 *THEORY OF NUMBERS* (5-0-5)
Prerequisite: MAT 321 or permission of Instructor.
Elementary properties of integers, divisibility, Euclid's Algorithm. Diophantine equations, prime numbers, congruences, residues. At the level of Long, *Elementary Introduction to Number Theory*.
- 341 *HISTORY OF MATHEMATICS* (5-0-5)
Prerequisite: MAT 202.
A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. At the level of Boyer, *A History of Mathematics*.
- 381 *LINEAR ALGEBRA I* (5-0-5)
Prerequisite: MAT 321-322 and/or permission of Instructor.
A study of vector spaces with emphasis on finite-dimensional vector spaces, linear transformations, matrices, and linear equations and determinants. At the level of Finkbeiner, *Introduction to Matrices and Linear Transformations*.
- 382 *LINEAR ALGEBRA II* (5-0-5)
Prerequisite: MAT 381.
A study of equivalence relations on matrices, canonical form, conjugate bi-linear forms, inner product and certain related metric concepts, some applications of linear algebra. At the level of Finkbeiner, *Introduction to Matrices and Linear Transformations*.
- 401 *MATHEMATICAL ANALYSIS I** (5-0-5)
Prerequisite: MAT 321-322 and/or permission of Instructor.
A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. At the level of Goldberg, *Methods of Real Analysis*.

- 402 *MATHEMATICAL ANALYSIS II** (5-0-5)
 Prerequisite: MAT 401.
 A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. At the level of Goldberg, *Methods of Real Analysis*.
- 425 *FUNDAMENTAL IDEAS OF ARITHMETIC FOR ELEMENTARY TEACHERS* (5-0-5)
 Development of the various number systems, number bases, arithmetic processes, approved methods of introducing arithmetic ideas. (Not to be counted toward a major or a minor in mathematics.) At the level of Wheeler, *Modern Mathematics: An Elementary Approach*.
- 431 *MODERN GEOMETRY** (5-0-5)
 Prerequisite: MAT 321 or permission of the Instructor.
 A modern treatment of geometry primarily from the metric approach but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. At the level of Moise, *Elementary Geometry from an Advanced Standpoint*.
- 435 *NUMERICAL ANALYSIS** (4-2-5)
 Prerequisite: CSC 235, or permission of Instructor and MAT 302.
 A study of the application of computer oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations.
- 451 *COMPLEX VARIABLES** (5-0-5)
 Prerequisite: MAT 204.
 A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. At the level of Churchill, *Complex Variable and Applications*.
- 456 *METHODS OF TEACHING SECONDARY MATHEMATICS* (3-0-3)
 Prerequisites: (1) EDU 456 (or concurrently) (2) MAT 321 and 431 or permission of Instructor.
 A study of the materials and instructional procedures basic to the

successful teaching of secondary school mathematics. Emphasis on problems solving, discovery teaching, the "new math," audio-visual aids, evaluation, enrichment. At the level of Johnson and Rising, *Guidelines for Teaching Mathematics*.

481 *GENERAL TOPOLOGY** (5-0-5)

Prerequisite: MAT 322 and/or permission of Instructor.

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. At the level of Moore, *Elementary General Topology*.

490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)

A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.

495 *SELECTED TOPICS* (Variable)

Prerequisite: Permission of Instructor.

Modern concepts in special areas of mathematics.

496 *UNDERGRADUATE INTERNSHIP* (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

499 *UNDERGRADUATE RESEARCH* (Variable)

Prerequisite: Permission of Department Chairman (for seniors only).

Individual mathematics research. A minimum of three hours per week for each quarter hour credit.

500 *QUANTITATIVE TECHNIQUES FOR ADMINISTRATIVE PROBLEMS* (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course developed to provide the student in the M.B.A. degree program with a solid foundation in fundamental mathematical reasoning and ability in the areas of administration and management. Topics include sets, relations and functions, linear systems of equations and inequalities, probability and statistics, matrices, derivatives, and integrals.

- 601 *FOUNDATIONS OF ARITHMETIC* (5-0-5)
 Prerequisite: Admission to Graduate School.
 A study of elementary set theory, numeration systems, number systems through the reals, finite mathematical systems, and selected topics such as number theory, probability, statistics, and programming.
- 602 *FOUNDATIONS OF GEOMETRY* (5-0-5)
 Prerequisite: Admission to Graduate School.
 A study of the fundamental concepts of plane geometry, both metric and non-metric, and an introduction to space, coordinate, non-Euclidean, and projective geometries.
- 611 *FOUNDATIONS OF MATHEMATICS* (5-0-5)
 A study of logic, set theory, cardinality, the Axiom of Choice and its equivalences.
- 621 *ABSTRACT ALGEBRA I* (5-0-5)
 An advanced study of group theory and ring theory.
- 622 *ABSTRACT ALGEBRA II* (5-0-5)
 Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory.
- 625 *MATHEMATICAL STATISTICS* (5-0-5)
 Topics in probability, discrete and continuous random variables and their distributions, techniques of descriptive statistics, tests of significance, confidence intervals, estimation, and hypothesis testing.
- 628 *LINEAR ALGEBRA* (5-0-5)
 Prerequisite: Permission of Instructor.
 A study of vector spaces, modules, linear transformations, matrices, and linear systems.
- 631 *ADVANCED NUMBER THEORY* (5-0-5)
 The study will include a brief survey of divisibility and primes followed by in-depth study of congruences, residue classes, quadratic residues, non-linear Diophantine Equations, number-theoretic functions, Farey fractions, continued fractions, Pell's Equation, and algebraic numbers.
- 656 *RESEARCH IN MATHEMATICS EDUCATION* (Variable)
 A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum de-

velopment and evaluation, classroom research, action research, and limits of research. Particular emphasis will be given to the reading and using of research.

671 *COMBINATORIAL MATHEMATICS* (5-0-5)

A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion and exclusion, Latin rectangles and block designs.

675 *INTRODUCTION TO THE THEORY OF GRAPHS* (3-0-3)

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability.

MUSIC (MUS)

Applied music may be taken for credit or non-credit by any student upon payment of the appropriate fee.

MUSIC: Preparatory (Piano) (Voice) (Organ) (Strings) (Orchestral Instruments)

For students desiring no credit or music majors meeting Departmental requirement.

PIANO: (See also Music: Preparatory-J-T)

101-102-103-J-T *APPLIED MUSIC* (1-0-2)

Technique: Major and minor scales in similar motion—4 octaves; arpeggios and technical exercises; solo studies; Bach 2-pt. inventions or well-tempered clavier; Haydn, Mozart, or Beethoven sonatas. Compositions from the Romantic and Modern Schools.

201-202-203-J-T *APPLIED MUSIC* (1-0-2)

Technique: Continuation of first year studies. Solo studies. Bach well-tempered clavier, 3-pt. inventions. More difficult compositions of Haydn, Mozart and Beethoven. Compositions from Romantic and Modern Schools.

301-302-303-J-T *APPLIED MUSIC* (1-0-2)

Technique: Major and minor scales in intervals of 3rds and 6ths and 10ths; arpeggios in all intervals. Advanced solo studies. Bach well-tempered clavier, suites, partitas. Larger Compositions in all schools.

401-402-403-J-T *APPLIED MUSIC* (1-0-2)

Technique: Continuation of 3rd year studies.

Advanced solo studies. Bach larger fugues or transcriptions. More difficult compositions from all schools.

ORGAN: (See also Music: Preparatory-R)

101-102-103-R *APPLIED MUSIC* (1-0-2)

Manual and pedal technique; Bach, Orgelbuchlein.

201-202-203-R *APPLIED MUSIC* (1-0-2)

Bach, chorale preludes; later equivalents.

301-302-303-R *APPLIED MUSIC* (1-0-2)

Bach, prelude and fugue or sonata; works by Franck and others.

401-402-403-R *APPLIED MUSIC* (1-0-2)

Bach, large work; representative works by Messiaen and others.

VOICE: (See also Music: Preparatory-V)

101-102-103-V *APPLIED MUSIC* (1-0-2)

Posture. Breath control. Vowels as basis of fundamental tone. Selected vocalises and studies. Simple songs.

201-202-203-V *APPLIED MUSIC* (1-0-2)

More advanced techniques for extension of range and flexibility. Advanced vocalises. Classic, romantic and modern songs. Diction: the study of French, German and Italian as applied to singing.

301-302-303-V *APPLIED MUSIC* (1-0-2)

Continuation of second year technique emphasizing agility and vocal line. Difficult repertoire both lyric and dramatic to develop expression appropriate to periods.

401-402-403-V *APPLIED MUSIC* (1-0-2)

Review and amplification of work of previous year. Sight reading and ensemble singing preparatory to practical experience in public performance.

ORCHESTRAL INSTRUMENTS: (1-0-2)

Applied music courses comparable to the foregoing ones outlined for piano, organ and voice majors are available for students majoring in string, woodwind, brass and percussion instruments. Instruction is also available for the non-major.

COMPOSITION: (1-0-2)

Composition may be elected as an applied music with permission of the Instructor.

110-120-130 *SECONDARY APPLIED MUSIC* (½-0-1)

Secondary applied music for those students wishing to acquire a secondary competency on a musical instrument or students not majoring in music who wish to begin or continue a private study of any of the instruments listed above.

210-220-230 *SECONDARY APPLIED MUSIC* (½-0-1)

A continuation of MUS 110-120-130.

310-320-330 *SECONDARY APPLIED MUSIC* (½-0-1)

A continuation of MUS 210-220-230.

410-420-430 *SECONDARY APPLIED MUSIC* (½-0-1)

A continuation of MUS 310-320-330.

MUS 430 may be repeated for credit.

131-132-133 *CLASS PIANO* (2-0-1)

Elementary keyboard harmony, improvisation and transposition, major and minor scales, arpeggios, piano compositions as selected by Instructor. Taught through electronic media.

231-232-233 *CLASS PIANO* (2-0-1)

A continuation of MUS 131, 132, 133 designed to meet keyboard proficiency requirement. MUS 233 may be repeated for credit until requirement is met.

THEORY:

111-112-113 *ELEMENTARY MUSIC THEORY* (3-1-3)

The study of the rudimentary materials of the theory of music such as scales, intervals, key signatures and terminology, diatonic harmony, sight singing and ear training.

121-122-123 *INTRODUCTION TO MUSIC LITERATURE* (1-0-1)

A survey of music literature drawn from the basic repertoire of all media.

211-212-213 *INTERMEDIATE MUSIC THEORY* (3-1-3)

Prerequisite: MUS 113.

Continuation of first year theory with secondary sevenths and chromatically altered chords introduced. Harmonic dictation, keyboard harmony, sight singing, original composition and advanced ear training.

221-222-223 *INTERMEDIATE MUSIC LITERATURE* (1-0-1)

A continuation of Music 121-122-123 with concentration on more advanced forms and styles.

313-314-315 *ADVANCED MUSIC THEORY* (3-0-3)

Prerequisite: MUS 213.

A study of contemporary harmonic structures and contrapuntal practices with orchestration. Modal harmony, extended triads, non-tertian sonorities, and introduction to serial technique will be utilized in scoring for instrumental and vocal ensembles up to and including the full orchestra.

411-412-413 *ORCHESTRATION* (2-0-2)

A study of the techniques of writing for instruments beginning with small groups and culminating in the full orchestra.

MUSIC HISTORY AND LITERATURE:

321-322-323 *HISTORY OF MUSIC* (2-0-2)

Prerequisite: Permission of Department Chairman.

First quarter studies the development of music from Greek origins to the end of the Viennese classic period and early works of Beethoven. Second quarter is concerned with Romantic period. Third quarter begins with post Romantic periods to present times including expressionism, atonalism, futurism.

414-415 *MUSIC FORM AND ANALYSIS* (2-0-2)

Prerequisite: MUS 213.

The aim of this course is to correlate the theoretical studies already pursued and provide a study of the elements of musical composition.

421-422-423 *MASTERWORKS OF MUSIC LITERATURE* (3-0-3)

Prerequisite: Permission of Department Chairman.

Detailed study of selected instrumental and vocal literature with score study. Designed to follow periods in Music 321-322-323. Ideally, these two courses should be taken together.

490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)

A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.

MUSIC EDUCATION:

461-462 *MUSIC CONDUCTING* (3-0-3)

Prerequisite: MUS 213.

Technique of the baton, interpretation, rehearsal methods and program building. First quarter concerned with instrumental music. Second quarter, choral.

351 *KINDERGARTEN AND ELEMENTARY PUBLIC SCHOOL MUSIC* (5-0-5)

A course designed to acquaint the classroom teacher with the fundamentals of music and with methods of teaching classroom music. Rote singing, rhythm bands and materials. Does not fulfill core requirement in Humanities.

352 *MATERIALS AND METHODS OF ELEMENTARY SCHOOL MUSIC* (3-0-3)

A study of materials and methods in the Elementary School Music Program.

371 *INSTRUMENTAL TECHNIQUES (BRASS METHODS)* (2-0-2)

Prerequisite: Permission of Department Chairman.

A study of brass instruments conducted as an introduction to the teaching of French Horn, Trumpet, Trombone and Tuba, Baritone and Cornet, and demonstration of the class teaching methods of these instruments.

372 *INSTRUMENTAL TECHNIQUES (WOODWIND METHODS)* (2-0-2)

Prerequisite: Permission of Department Chairman.

Same as above but applied to Flute, Oboe, Clarinet, Bassoon and Saxophone.

373 *INSTRUMENTAL TECHNIQUES (STRING METHODS)* (2-0-2)

Prerequisite: Permission of Department Chairman.

Same as above but applied to Violin, Viola, Cello and Bass.

374 *INSTRUMENTAL TECHNIQUES (PERCUSSION METHODS)* (2-0-2)

Prerequisite: Permission of Department Chairman.

Same as above but applied to Bass Drum, Snare Drum, Cymbals, Tympani, etc.

- 375 *CHORAL METHODS* (2-0-2)
Prerequisite: Permission of Department Chairman.
A study of choral techniques as applied to public school teaching.
- 381 *CONTEMPORARY LITERATURE* (2-0-2)
Prerequisite: Permission of Instructor.
A survey of musical styles and literature in the 20th century.
- 382 *SACRED MUSIC LITERATURE* (2-0-2)
Prerequisite: Permission of Instructor.
A general survey of the role of music in the worship service based upon Hebraic-Christian tradition.
- 383 *ETHNIC INFLUENCE IN MUSIC* (2-0-2)
Prerequisite: Permission of Instructor.
A study of non-Western contribution and influence in music.
- 384 *VOCAL LITERATURE* (2-0-2)
Prerequisite: Permission of Instructor.
A study of solo song literature from the 17th century to the present. Emphasis on Leier and art songs with concentration on contemporary music.
- 456 *METHODS OF TEACHING SECONDARY MUSIC* (3-0-3)
A study of vocal, instrumental, and general music materials and methods in the Secondary Program.
- 481 *CHAMBER MUSIC* (3-0-3)
Prerequisite: Permission of Instructor.
A comprehensive survey of chamber music literature of all media from the 17th through the 20th century.
- 482 *OPERATIC LITERATURE* (3-0-3)
Prerequisite: Permission of Instructor.
A study of the development of opera from the 17th century to the present. Emphasis on technique and stylistic aspects as well as performance.
- 483 *SYMPHONIC LITERATURE* (3-0-3)
Prerequisite: Permission of Instructor.
A comprehensive study of major symphonic works from the 18th through the 20th century.

- 484 *ORGAN LITERATURE* (3-0-3)
 Prerequisite: Permission of Instructor.
 A comprehensive survey of major organ works and the history of organ design.
- 485 *PIANO LITERATURE* (3-0-3)
 Prerequisite: Permission of Instructor.
 An in depth survey of major solo works for the piano from the 18th through the 20th century.
- 495 *SELECTED TOPICS* (Variable)
 Prerequisite: Permission of Department Chairman.
 A study of specific areas in Musicology, Theory, or Music Education with emphasis on individual development and preparation for advanced study.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
 An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

PERFORMING ORGANIZATIONS

- 171 *AUGUSTA COLLEGE CHOIR* (0-V-1)
 Admission by permission of Instructor. A selected group of mixed voices. The choir performs frequently on campus and in the community. An annual tour is included in their schedule.
- 172 *SCHOLA CANTORUM* (0-V-1)
 Prerequisite: Permission of Instructor.
 Schola Cantorum is available to all music majors and organized for the study of major choral literature.
- 173 *AUGUSTA COLLEGE ORCHESTRA* (0-V-1)
 A string ensemble with an annual schedule of several concerts. Plans are underway to include other instruments and create a full orchestra.
- 174 *AUGUSTA COLLEGE BAND* (0-V-1)
 Admission by permission of Director.
 Primarily a concert wind ensemble, the band functions also in support of the athletic program.

175 *CHAMBER MUSIC* (0-V-1)

Admission by approval of Department Chairman.

Chamber Music Ensembles are available to qualified students whose interests are in developing instrumental and vocal skills within the very small group.

NURSING (NUR)

101 *NURSING I* (4-9-7)

Prerequisites: BIO 111, PSY 101.

Introduces content that is basic to all areas of nursing practice. Based on the basic needs of the normal person with adaptation for illness. A patient-centered problem solving approach with identification of the scientific principles from the related sciences which undergird nursing knowledge and skills.

102 *NURSING II* (4-12-8)

Prerequisites: NUR 101, BIO 112.

Continuation of Nursing 101 concepts and principles underlying the basic needs of the surgical patient, the aging and dying person. Utilizes the psychosocial approach with focus on pharmacological and homeostatic mechanisms. Concurrent supervised clinical experience, together with selected community resources, assist the student to assess, implement, and evaluate nursing care.

103 *NURSING III* (4-12-8)

Prerequisites: NUR 102, EDU 203 or PSY 311 or co-requisite Microbiology.

Designed to provide knowledge fundamental to basic needs in maternal—child health. The family centered approach serves as a framework for determining the nursing role in maternal—child health. Normal aspects of the maternal process with adaptations to include the more common recurring complications are stressed.

201 *NURSING IV* (4-12-8)

Prerequisite: NUR 103.

A study utilizing the pathophysiological and psychosocial approach to the major health problems concerning maintenance of optimal activity, maintenance of optimal sensory perception, and maintenance of optimal body regulatory mechanisms and function.

- 202 *NURSING V* (4-12-3)
 Prerequisite: NUR 201.
 A study utilizing the pathophysiological and psychosocial approach to the nursing care of selected patients with major health problems concerning maintenance of optimal mental regulatory functioning and maintenance of optimal nutrition, elimination, and fluid and electrolyte balance.
- 203 *NURSING VI* (4-12-8)
 Prerequisite: NUR 202.
 A study utilizing the pathophysiological and psychosocial approach to the nursing care of selected patients with major health problems concerning maintenance of optimal supply of oxygen and/or removal of carbon dioxide, maintenance of optimal transporting material to and from cells, and maintenance of optimal sexual satisfaction.
- 204 *NURSING VII* (1-0-1)
 Prerequisite: NUR 202.
 Explores the heritage and impact of nursing in society. Specific attention to the nursing organizations, issues, legal and ethical responsibilities of the associate degree nurse to the profession and to the community.
- 295 *SELECTED TOPICS* (Variable)
 A study of the concepts and principles in special topics in nursing.

PHILOSOPHY (PHY)

- 101 *INTRODUCTION TO PHILOSOPHY* (5-0-5)
 Prerequisite: ENG 101 or permission of Instructor.
 The fundamentals of philosophy. A study of its meaning, function, vocabulary, and the major problems and types of philosophy in experience, history, and representative thinkers.
- 201 *MODERN LOGIC* (5-0-5)
 A study of the principles and problems of critical thinking, especially of deductive reasoning, both sentential and class.
- 301 *ETHICS* (5-0-5)
 Prerequisite: Permission of Instructor or PHY 101.
 A study of moral philosophy in its bearing on human conduct and social relations, including an analysis of the nature and criteria of good and evil, right and justice, moral obligation and freedom.

- 303 *AMERICAN PHILOSOPHY* (5-0-5)
Prerequisite: Permission of Instructor or PHY 101.
- 411 *CONTEMPORARY PHILOSOPHY* (5-0-5)
Prerequisite: Permission of Instructor or PHY 101.
Major trends in contemporary western philosophy. Special emphasis given to Existentialism.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS* (Variable)
Prerequisites: Permission of Instructor and approval of the Department Chairman.
Seminar or directed study on a major philosopher, school of philosophy, area of philosophical specialization, or various philosophical problems. May be repeated for credit.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisites: Permission of Instructor and approval of the Department Chairman.
Individual philosophical investigation performed by the student on a topic of his choice under the direction of a specific instructor. Emphasis will be placed on the development of adequate research techniques. Upperclassmen only. May be repeated for credit.
- 610 *PHILOSOPHY OF EDUCATION* (5-0-5)
Prerequisite: Admission to graduate program.
A consideration of major philosophies of education, with the student project devoted to writing one's own philosophy of education. When this course is taught in relation to the Third World Culture Program, there will be an emphasis on the inclusion of non-western expressions into one's philosophy of education.
- 720 *PHILOSOPHY OF HISTORY* (5-0-5)
A consideration of the major facets important to a philosophy of history and a review of the primary contemporary philosophies of history. The student project will include writing one's own philosophy of history.

PHYSICAL EDUCATION (PED)

- 101-119 *INDIVIDUAL AND DUAL ACTIVITIES* (0-2-1)
Instructions in fundamental skills of those activities which may be played by one or more persons. Examples of these activities are: archery, golf, tennis, and rebound tumbling.
- 121-139 *TEAM GAMES* (0-2-1)
Basic instruction in the fundamentals of those activities where two or more teams are involved. Examples of team sports are: basketball, soccer, softball, and volleyball.
- 141-159 *AQUATICS* (0-2-1)
The teaching of basic fundamentals of swimming strokes and water safety which will enable an individual to enjoy water activities. Examples of these are: beginning swimming, aquatic games, senior lifesaving, and water safety instruction.
- 161-179 *RHYTHMICAL ACTIVITIES* (0-2-1)
The teaching of elementary forms of movement in relation to space with musical accompaniment. Examples are: modern dance and tap dance.
- 191 *PHYSICAL AND MENTAL HEALTH* (0-2-1)
Dissemination of materials and information concerning the areas of drug abuse, sex education, dental hygiene, smoking, and alcohol.
- 195 *SPORTS APPRECIATION* (2-0-2)
An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of football, soccer, tennis, and volleyball.
- 196 *SPORTS APPRECIATION* (2-0-2)
An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of basketball, bowling, gymnastics, and ice hockey.
- 197 *SPORTS APPRECIATION* (2-0-2)
An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of baseball, golf, track, and swimming.

- 351 *HEALTH AND PHYSICAL EDUCATION IN
ELEMENTARY SCHOOLS* (5-0-5)
A course dealing with personal and school health problems and
physical education activities suitable for use in the elementary
schools.

PHYSICAL SCIENCE (PSC)

- 101 *PHYSICAL SCIENCE I* (4-2-5)
A survey of physics including mechanics, heat, sound, nuclear
structure, atomic and molecular theory, electricity, magnetism
and light. The course is designed for the non-technical student. At
the level of: Krauskopf and Beiser: *Fundamentals of Physical
Science*.
- 102 *PHYSICAL SCIENCE II* (4-2-5)
A survey of chemistry, geology, meteorology and astronomy. The
course is designed for the non-technical student. At the level of:
Krauskopf and Beiser: *Fundamentals of Physical Science*.
- 601 *AN EXPERIMENTAL APPROACH TO THE
PHYSICAL SCIENCES* (3-4-5)
The study of physical phenomena related to energy and matter
leading to the development of scientific models for each. Labora-
tory experiences permit the student to develop manipulative
skills as well as observe concrete examples of theoretical concepts
developed in the lecture portion of the course. Opportunity is
provided the student to develop instructional materials for use in
the classroom.

PHYSICS (PCS)

- 201 *GENERAL PHYSICS: MECHANICS* (4-2-5)
Prerequisite: MAT 111.
Statics and dynamics of particles and fluids, wave motion, and
elasticity. This course is designed for students majoring in biology
or for students in the pre-dentistry, pre-medicine, pre-veterinary
or nursing program. At the level of Weber, Manning and White,
College Physics.
- 202 *GENERAL PHYSICS: HEAT, LIGHT AND SOUND* (4-2-5)
Prerequisite: PCS 201.
The fundamental laws of heat, light and sound. At the level of
Weber, Manning, and White, *College Physics*.

- 203 *GENERAL PHYSICS: ELECTRICITY, MAGNETISM AND MODERN PHYSICS* (4-2-5)
Prerequisite: PCS 201.
Fundamental laws of electricity and magnetism. At the level of Weber, Manning, and White, *College Physics*.
- 211 *MECHANICS* (4-4-6)
Corequisite: MAT 202 concurrently.
A study of mechanics with an emphasis on problem solving and laboratory performance. This course is designed for students majoring in physics, chemistry, or mathematics or for students in the pre-engineering program. At the level of: Sears and Zemansky, *University Physics*.
- 212 *ELECTRICITY* (4-4-6)
Prerequisites: MAT 203 concurrently and PCS 211.
Electricity, magnetism and related phenomena. At the level of Sears and Zemansky, *University Physics*.
- 213 *HEAT, SOUND AND LIGHT* (4-4-6)
Prerequisite: PCS 211.
Heat, sound, light and atomic physics. At the level of Sears and Zemansky, *University Physics*.
- 301 *ELECTRONICS I* (3-4-5)
Prerequisite: PCS 212.
Alternating current theory and simple circuit theory. At the level of Korneff, *Introduction to Electronics*.
- 302 *ELECTRONICS II* (3-4-5)
Prerequisite: PCS 301.
Transistor theory, transmitter circuits, theory of oscilloscopes, and pulse counting circuits. At the level of Korneff, *Introduction to Electronics*.
- 304 *ADVANCED OPTICS* (3-4-5)
Prerequisite: PCS 213.
Wave theory, physical optics and thick lenses, lens aberrations and optical instruments. At the level of Jenkins and White, *Fundamentals of Optics*.
- 310 *NUMERICAL SOLUTIONS TO PHYSICS PROBLEMS* (2-2-3)
Prerequisites: PCS 211, 212, 213; MAT 302 and permission of Instructor.
Solutions of advanced physics problems on the digital computer

using Fortran IV language. Problems such as Fourier Analysis, Fraunhofer diffraction, elliptic integrals, and quantum mechanics will be treated. At the level of McCracken and Dorn, *Numerical Methods and Fortran Programming*.

315 *NUCLEAR RADIATION DETECTION* (3-6-5)

Prerequisite: Permission of Instructor.

A study of the various methods of detecting nuclear radiation. At the level of Price, *Nuclear Radiation Detection*.

321 *CLASSICAL MECHANICS I* (3-0-3)

Prerequisites: PCS 211 and MAT 302.

Vector algebra, vector calculus, operators, and conservative fields. Statics, particle kinematics, and relative velocity. Particle dynamics in one, two, and three dimensions. Simple, damped, and forced harmonic motion. At the level of Fowles, *Analytical Mechanics*.

322 *CLASSICAL MECHANICS II* (3-0-3)

Prerequisites: PCS 321, CSC 235, or PCS 310.

Moving reference systems, rotational motion, and coriolis force. Universal Law of Gravitation, central force problems, and celestial mechanics. Dynamics of a system of particles. Linear momentum, angular momentum, torque, and impulse. Head-on, oblique, elastic, and inelastic collisions. Center of mass coordinates and variable mass motion. Centroids, moments of inertia, and rigid body dynamics. At the level of Fowles, *Analytical Mechanics*.

323 *CLASSICAL MECHANICS III* (3-0-3)

Prerequisite: PCS 322.

General motion of a rigid body, principal axes, and Euler's equations. Free rotation, gyroscopic precession, and top motion. Lagrange's equations and applications. Hamilton's canonical equations. Theory of vibrations, coupled oscillators, normal modes, eignefrequencies, and the wave equation. At the level of Fowles, *Analytical Mechanics*.

401 *ELECTRICITY AND MAGNETISM I** (3-0-3)

Prerequisites: PCS 212 and MAT 302.

Motion of charged particles in electromagnetic fields and the Lorentz equation. Faraday's law, induced electric fields, and the betatron. Electric potentials, electric currents. Ohm's law, and Kirchhoff's laws. Ampere's law, magnetic fields, Maxwell's contribution, and displacement current.

At the level of Barnes, *Foundations of Electricity and Magnetism*.

- 402 *ELECTRICITY AND MAGNETISM II** (3-0-3)
 Prerequisite: PCS 401.
 Coulomb's law of electrostatics and Gauss' law. Equations of Poisson and Laplace. Method of images. Boundary conditions for B, H, E, and D and magnetic media. Amperian currents, electric polarization in dielectrics, energy in electromagnetic fields, and Poynting's vector. Capacitance, pole strength, magnetic dipole, electric dipole, diamagnetism and the invariant flux theorem. Relaxation time, self-inductance, and R-C-L circuits. Resonance, damped, and impressed circuits oscillations. At the level of Barnes, *Foundations of Electricity and Magnetism*.
- 403 *ELECTRICITY AND MAGNETISM III** (3-0-3)
 Prerequisites: PCS 402, CSC 235, or PCS 310.
 Alternating current circuit theory, interacting circuits, and mutual inductance. Electromagnetic waves. Reflection from a conductor and a dielectric. Transmission equation, skin effect, wave guides, retarded potentials, and radiation from an oscillating dipole. Relativistic effects in electromagnetic fields.
 At the level of Barnes, *Foundations of Electricity and Magnetism*.
- 410 *ELECTROMAGNETIC THEORY* (3-0-3)
 Prerequisites: MAT 204 and PCS 212.
 Gauss' theorem, Laplace's equation, Maxwell's equations, boundary conditions at interfaces, reflection and refraction of plane electromagnetic waves, Ampere's law, Faraday's law, Poynting's vector. Not applicable toward physics major or minor. For telecommunication program only.
- 411 *SOLID STATE PHYSICS* (3-0-3)
 Prerequisites: MAT 204 and PCS 212.
 Lattice vibrations, thermal properties of insulators, free electron Fermi gas, energy bands, semiconductor crystals, superconductivity. Not applicable toward physics major or minor. For telecommunication program only.
- 451 *MODERN PHYSICS I** (4-2-5)
 Prerequisites: PCS 211, 212, 213 or permission of Instructor.
 Theory of special relativity. Quantum physics: Black body radiation, Photoelectric effect, Compton effect, X-rays. Bohr model of the atom. Wave properties of matter. At the level of Tipler.

- 452 *MODERN PHYSICS II** (4-2-5)
Prerequisite: PCS 451 or permission of Instructor.
Wave mechanics. Atomic and molecular spectroscopy. At the level of Tipler.
- 453 *MODERN PHYSICS III** (4-2-5)
Prerequisite: PCS 452 or permission of Instructor.
Solid state theory: Insulators, metals, semiconductors. Nuclear scattering and reaction theory. Nuclear structure. Elementary particles. At the level of Tipler.
- 456 *PHYSICS IN THE SECONDARY SCHOOL** (3-0-3)
Prerequisite: EDU 456 or permission of Instructor.
A study of instructional procedures and materials used in the teaching of physics in the secondary school. Emphasis on new curricula, laboratory teaching techniques, and student evaluation.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS** (Variable)
Prerequisite: Permission of Instructor.
Modern concepts in special areas of physics.
- 496 *UNDERGRADUATE INTERNSHIP** (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisite: Permission of Department Chairman (For seniors only).
Individual physics research. A minimum of three hours work per week for each quarter hour credit. Thesis required.

POLITICAL SCIENCE (POL)

- 101 *AMERICAN GOVERNMENT I* (5-0-5)
A prerequisite to all other courses in Political Science.

An introductory course covering the essential facts of federal, state, and local governments in the United States. A satisfactory grade will exempt a student from the requirement of passing an examination on the Constitution of the United States and the Constitution of Georgia before graduation.

- 103 *INTRODUCTION TO CRIMINAL JUSTICE* (5-0-5)
Philosophy of criminal justice in a democratic society.
- 201 *AMERICAN GOVERNMENT II* (5-0-5)
Prerequisite: POL 101 or exemption of POL 101 by examination.
Required of all majors and minors.
An advanced course in American Government with emphasis being placed on the political process. Special attention will be paid to the role of political parties and interest groups in the political system. The concepts of roll call analysis, and electoral behavior will be explored.
- 202 *INTRODUCTION TO POLITICAL METHODOLOGY* (5-0-5)
Required of all majors and minors.
A survey of the scope and methods of Political Science, emphasizing the scientific study of political behavior and the terms, concepts, theories, and principles of Political Science.
- 301 *COMPARATIVE EUROPEAN GOVERNMENTS* (5-0-5)
- 302 *THE GOVERNMENT AND POLITICS OF THE USSR AND THE COMMUNIST BLOC* (5-0-5)
- 303 *SELECTED PROBLEMS IN CRIMINAL JUSTICE* (5-0-5)
Concentrated study by each student in one or more of the major areas of criminal justice: police arrest techniques, jail conditions, bail reform, problems of prosecution and defense, sentencing innovations, success rates in parole and probation. Emphasis is placed on communication with and observation of agencies of criminal justice in action.
- 310 *ANCIENT AND MEDIEVAL POLITICAL THOUGHT* (5-0-5)
- 311 *MODERN POLITICAL THOUGHT* (5-0-5)
- 312 *CONTEMPORARY POLITICAL THOUGHT* (5-0-5)
- 401 *STATE GOVERNMENT** (5-0-5)
A satisfactory grade exempts the student from the requirement of passing an examination on the Constitution of Georgia.

- 402 *URBAN GOVERNMENT AND POLITICS* (5-0-5)
- 403 *THE POLITICS AND ADMINISTRATION OF METROPOLITAN AREAS** (5-0-5)
- 411 *PRINCIPLES OF PUBLIC ADMINISTRATION** (5-0-5)
- 412 *GOVERNMENTAL ORGANIZATION AND ADMINISTRATIVE THEORY* (5-0-5)
 A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal, Scientific Management School and the informal, Human Relations School.
- 420 *POLITICAL SCIENCE METHODS** (5-0-5)
 Prerequisites: POL 202, MAT 221, or permission of Instructor.
 A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression.
- 425 *AMERICAN CONSTITUTIONAL LAW** (5-0-5)
- 426 *AMERICAN CONSTITUTIONAL LAW** (5-0-5)
 A continuation of POL 425.
- 431 *GOVERNMENTS OF THE DEVELOPING NATIONS** (5-0-5)
- 450 *WORLD POLITICS* (5-0-5)
- 451 *INTERNATIONAL LAW AND ORGANIZATION** (5-0-5)
 A survey of the sources and types of international law; the law of peace; the law of conflict; the antecedents of the United Nations; the United Nations; the United Nations family; regional organizations (NATO, OAS, COMECON, SEATO, CENTO, British Commonwealth) and international integration.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
 A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *POLITICAL SCIENCE SELECTED TOPICS* (Variable)
 Prerequisite: Permission of the Department Chairman.
 Designed primarily for graduating seniors.

- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 600 *PROBLEMS IN AMERICAN GOVERNMENT* (5-0-5)
The course deals primarily with the development of Presidential and Congressional powers and the role of Administrative Agencies in the American political system. The position of the States in the American governmental system is also considered.
- 601 *STATE AND LOCAL GOVERNMENTS* (5-0-5)
A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the State of Georgia. Political inputs, decision making, policy outputs and outcomes, feedback, and the allocation of government resources at the state, county, and local level will be analyzed.
- 602 *COMPARATIVE GOVERNMENTS* (5-0-5)
An exposure in depth to the outstanding contributions made by the major European countries in the development of political techniques and institutions.
- 609 *GREAT POLITICAL IDEOLOGIES* (5-0-5)
The course is a study in depth of the great political thinkers and the ideas they helped to develop. The historical approach will be taken, beginning with political ideas of classical times and ending with contemporary ideas.
- 611 *PRINCIPLES OF PUBLIC ADMINISTRATION* (5-0-5)
Public administration with special emphasis on the major concepts involved in the science and art of carrying on government.
- 627 *THE DEVELOPMENT OF THE U.S. CONSTITUTION* (5-0-5)
Historical background and development of the Constitution. "The Case System" will be used.
- 650 *WORLD POLITICS* (5-0-5)
The nature of international relations with emphasis on contemporary theories explaining the international behavior of states.

PSYCHOLOGY (PSY)

- 101 *PRINCIPLES OF PSYCHOLOGY* (5-0-5)
An introductory survey of the entire field of psychology.
- 245 *PERSONAL ADJUSTMENT* (5-0-5)
A study of conflicts, fears, anxieties, frustrations and stress occurring in most life situations. Healthy and unhealthy modes of adjustments are considered with the aim of building emotional stability, personality improvement and preventing mental illness.
- 311 *CHILD PSYCHOLOGY* (3-4-5)
Developmental Psychology: a presentation of and analysis of behavioral development and changes occurring during the life span from birth through adolescence. The student will participate in laboratory experience working with and observing children.
- 322 *GENERAL EXPERIMENTAL PSYCHOLOGY* (3-4-5)
Prerequisites: PSY 101 and PSY 351 or equivalent.
Lectures, demonstrations, and laboratory experiences designed to assist the student in the comprehension and use of experimental methods, statistical analyses, and experimental literature.
- 337 *ABNORMAL PSYCHOLOGY* (5-0-5)
The study of various forms of maladaptive behavior and intellectual deficit with focus upon recognition of primary symptoms and proper disposition of cases. The course is especially relevant to persons in the Associate of Arts programs and to other non-psychology majors.
- 351 *QUANTITATIVE METHODS* (4-2-5)
A study of the statistical methods most widely used in the analysis of psychological data, such as bi-variate and multi-variate correlation, regression analyses, curve fitting, chi square, analyses of variance. Consideration will be given to both parametric and nonparametric methods.
- 361 *SENSATION AND PERCEPTION* (3-4-5)
The relations of sensation and perception, stimulus, and receptor correlates, phenomenological and configurational theories and the integration of perception with the phenomena of learning and motivation.

- 373 *SOCIAL PSYCHOLOGY* (4-2-5)
A survey of the social aspects of psychology including individual and group dynamics, competition, cooperation, leadership, propaganda, persuasion, and public opinion, as well as a study of how society influences individual perceptions, attitudes, and personality.
- 405 *HISTORY AND SYSTEMS OF PSYCHOLOGY* (5-0-5)
An integration of the psychology major's four years of study. All important theoretical systems will be considered.
- 442 *PSYCHOLOGICAL TESTS AND MEASUREMENTS* (4-2-5)
Prerequisites: PSY 101 and Statistics.
Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings.
- 443 *INDUSTRIAL AND HUMAN FACTORS* (3-4-5)
A survey of industrial, military, engineering, and organizational psychology principles applied to personnel selection and evaluation, performance, environment, and equipment.
- 445 *CLINICAL PSYCHOLOGY* (5-0-5)
Prerequisites: PSY 337 and 475, or permission of Instructor.
A study of the various kinds of knowledge and skills used by the clinical psychologist. Students will observe the functioning of the different disciplines involved in a mental hospital.
- 462 *PRINCIPLES AND THEORIES OF LEARNING* (3-4-5)
Prerequisites: PSY 101.
Evaluation of current theories in terms of their success in accounting for the observed phenomena of complex learning; the problems of integrating learning theory into a systematic theory of behavior.
- 475 *THEORIES OF PERSONALITY* (5-0-5)
The biological and psychological foundations of personality will be studied. Emphasis will be placed on the integrated aspects of personality.
- 480 *PHYSIOLOGICAL PSYCHOLOGY* (3-4-5)
An examination of the biological and chemical correlates of learning, memory, sensation, perception, emotion, motivation, thinking, and personality.

- 485 *COMPARATIVE PSYCHOLOGY* (3-4-5)
The development of anatomical structures, environmental factors and behavior of species throughout the phyletic scale. Emphasis is on inter-species comparison and the understanding of human behavior in terms of its evolutionary antecedents.
- 490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)
A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.
- 495 *SELECTED TOPICS* (Variable)
Prerequisites: Permission of Instructor and Department Chairman.
The intensive study of a selected psychological area such as motivation, perception, or human engineering.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
Prerequisite: Permission of Instructor and Department Chairman.
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisites: Permission of Instructor and Department Chairman.
Individual and independent investigation performed by the student on a topic of his choice.

SECRETARIAL SCIENCE (SSC)

- 101 *BEGINNING TYPEWRITING* (2-0-2)
Techniques of touch typewriting; the use and care of the typewriter. The development of correct typing techniques and the application of this skill to specific problems, such as business forms, letter arrangements and straight copy.
- 102 *INTERMEDIATE TYPEWRITING* (2-0-2)
Prerequisite: SSC 101 or its equivalent.
Further development of speed and accuracy in typewriting; job

production activities, such as composition of letters at the typewriter, business forms, tabulated reports and manuscripts.

103 *ADVANCED TYPEWRITING* (2-0-2)

Prerequisite: SSC 102 or its equivalent.

Increased development of skill; emphasis on professional type-writing; duplication, variety of letter forms and the application of each; office and statistical reports; business reports; and legal reports.

325 *SECRETARIAL PRACTICE* (5-0-5)

Prerequisite: SSC 101 or its equivalent.

Secretarial efficiency developed through a study of business office procedures; communication problems and techniques; filing and indexing systems; human relation problems; sources and uses of business information; exercising good business judgement in assuming responsibilities and carrying duties to satisfactory conclusion.

331 *BEGINNING SHORTHAND* (3-0-3)

Presentation of the complete theory of Gregg Shorthand; rapid reading of shorthand plates, introduction to dictation techniques; and development of pre-transcription skills.

332 *INTERMEDIATE SHORTHAND* (3-0-3)

Prerequisite: SSC 331 or its equivalent.

Intensive training in accurate and rapid writing of shorthand from dictation; efficient use and handling of dictation materials; further emphasis on pre-transcription skill; introduction of transcription at the typewriter.

333 *ADVANCED SHORTHAND AND TRANSCRIPTION* (3-0-3)

Prerequisite: SSC 332 or its equivalent.

The development of skill in taking new-matter dictation; arrangement of material from shorthand notes in mailable form.

335 *MEDICAL TERMINOLOGY* (5-0-5)

In Medical Terminology, one learns the simplest approach to long complicated medical terms. Emphasis is placed on the breaking down of these words into components which serve as a common denominator to many of the words; the pronunciation, the spelling, and the application of these medical terms to actual medical dictation.

425 *SUPERVISED OFFICE EXPERIENCE* (5-0-5)

Prerequisites: SSC 103 and 333.

Orientation to office positions through actual office work; emphasis is placed on office problems; sources of information required by a secretary; office procedures, transcribing machines, and all other responsibilities pertinent to the well organized office.

431 *ADVANCED DICTATION AND TRANSCRIPTION* (5-0-5)

Prerequisite: SSC 333.

Job competency with the ability to write and transcribe shorthand; emphasis is placed on the development of rapid, accurate and mailable copies; office-style dictation, proofreading; efficient handling of dictation and transcription materials.

435 *BUSINESS MACHINES* (5-0-5)

This course is designed to give a working knowledge of the principal machines used in business; to develop specialized skill on rotary and printing calculators, adding machines, dictating and transcribing machines, and duplicating machines.

SOCIOLOGY (SOC)

101 *INTRODUCTORY SOCIOLOGY* (5-0-5)

Prerequisite for all 300 and 400 sociology courses.

A study of organized social life in terms of interaction of heredity, physical environment, the group and culture. Emphasis will be placed upon fundamental sociological concepts. *Normally offered each quarter.*

202 *CONTEMPORARY SOCIAL PROBLEMS* (5-0-5)

A study of both specific and general problems of our times. The problems are considered in the social and cultural settings in which they occur. The emphasis is upon people and their behavior. *Normally offered each quarter.*

204 *SOCIETY, LAW, AND THE CRIMINAL* (5-0-5)

An examination of the nature of crime, the consequences of crime for society, and an intensive examination and evaluation of the law as a social device for coping with crime. *Normally offered winter and spring quarters.*

206 *JUVENILE DELINQUENCY* (5-0-5)

A survey course concerned with all phases of juvenile delin-

quency including causation, correction, and prevention. The juvenile court and delinquent activities of all kinds and at the various social class levels will be considered. *Normally offered summer quarter.*

- 221 *COURTSHIP AND MARITAL ADJUSTMENT* (5-0-5)
A functional analysis of dating; courtship; mate selection; engagement; marital adjustment; and family relationships with primary emphasis on the contemporary American family. This course is designed for the non-sociology major who is interested in a utilitarian approach to the study of the family. Not applicable toward sociology major or minor.
- 303 *THE FAMILY* (5-0-5)
An institutional analysis of the family as a social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms; empirical data from current and past research projects; and cross-cultural comparisons of selected family systems. *Normally offered each quarter.*
- 311 *COMPARATIVE COMMUNITIES* (5-0-5)
A study of the ecology and structure of representative communities of American society, specialized types, and areas in transition. *Normally offered fall and spring quarters.*
- 322 *POPULATION THEORY* (5-0-5)
Prerequisite: 10 hours of advanced sociology.
Theory and dynamics of population growth; population measure; migration; composition; differential fertility; theories of the quality and optimum population; economic and social aspects of our population. *Normally offered winter quarter.*
- 331 *CRIMINOLOGY* (5-0-5)
The study of criminal behavior and its treatment. The development of criminal behavior in contemporary society and the efforts of the individual to adjust to the demands made upon him. The treatment of the offender by means of probation, imprisonment, and parole. *Normally offered fall and winter quarters.*
- 333 *CONTEMPORARY CORRECTIONS* (5-0-5)
Prerequisite: SOC 101.
A survey of the correctional field covering the areas of probation,

imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. *Normally offered spring quarter.*

334 *SOCIAL CONTROL* (5-0-5)

Analysis of the mechanics and techniques of social control, both institutive and corrective; various views of the nature and origins of social control; implementation; implications of mass media and mass orientation for society and the individual. *Normally offered winter quarter.*

335 *SOCIOLOGY OF ORGANIZATIONS* (5-0-5)

Prerequisite: SOC 101.

A sociological analysis of the structure and function of complex organizations. Attention is given to control, communications, goals, methods, etc., and the effects of such institutions on the individual and society. *Normally offered spring quarter.*

342 *SOCIAL STRATIFICATION* (5-0-5)

The nature of social systems, including social classes, estates and castes; criteria of status evaluation; social class differentials; mobility and achievement aspirations. *Normally offered spring quarter.*

373 *SOCIAL PSYCHOLOGY* (4-2-5)

Prerequisite: PSY 101 or SOC 101.

A survey of the social aspects of psychology including individual and group dynamics, competition, cooperation, leadership, propaganda, persuasion, and public opinion, as well as a study of how society influences individual perceptions, attitudes, and personality. *Normally offered spring quarter.*

412 *RACIAL AND ETHNIC MINORITIES** (5-0-5)

Prerequisite: 15 hours of advanced sociology.

Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction, distribution of minorities, and selected pertinent social problems. *Normally offered winter and summer quarter.*

422 *METHODS IN SOCIAL RESEARCH** (5-0-5)

Prerequisite: 15 hours of advanced sociology.

An introduction to the scientific method in social research; elementary considerations in research design; the interview, questionnaire, participant observation and human document as

sources of social data; qualitative and quantitative techniques of analysis and inference; including the development of techniques for measuring social data. *Normally offered winter quarter.*

432 *SOCIOLOGY OF WORK, CAREERS AND OCCUPATIONS** (5-0-5)

Prerequisite: SOC 101.

An application of the theory and methods of sociology to the work environment. *Normally offered summer quarter.*

433 *PERSONALITY AND SOCIAL ADJUSTMENT** (5-0-5)

Prerequisite: 10 hours of advanced sociology.

Foundation and development of personality; mechanisms of integration and adjustment; roles of culture, groups, and language; concepts of self; types and theories of personality; divergent personalities. *Normally offered fall and spring quarters.*

434 *SOCIOLOGICAL THEORY** (5-0-5)

Prerequisite: 15 hours of advanced sociology.

Historical growth and development of social thought, types and nature of social theories, and the influence of social theory on contemporary sociology. *Normally offered fall quarter.*

435 *SOCIOLOGY OF ORGANIZATIONS* (5-0-5)

A sociological analysis of the structure and function of complex organizations. Attention is given to control communications, goals methods, values, etc., and the effects of such institutions upon the individual and society. *Normally offered summer quarter.*

490 *SEMINAR IN THIRD WORLD CULTURES* (5-0-5)

A seminar based on the study of the culture of a non-western national from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines.

495 *SELECTED TOPICS** (Variable)

Prerequisite: Senior standing. 20 hours of advanced sociology and permission of Instructor.

A variable-content course, intended to meet the interests of senior students majoring in sociology. *Normally offered each quarter by arrangement.*

- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. *Offered by arrangement.*
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisites: Senior standing. 20 hours of advanced sociology and permission of Instructor.
Independent research on a topic of the student's choice selected in consultation with the instructor. *Normally offered spring quarter.*
- 601 *SOCIAL CHANGE* (5-0-5)
Factors and processes of social change; technological and institutional change; value systems; social movements; symbolic communication; innovation and inertia; the problem of social progress. Offered by arrangement.
- 602 *GROUP DYNAMICS* (5-0-5)
Processes of social groups; group leadership, effectiveness, goals; group communication and control. Offered by arrangement.
- 604 *ADVANCED SOCIAL PROBLEMS* (5-0-5)
A consideration in depth of selected social issues and problems. Emphasis will be placed upon etiology, context, remedial measures and implications. Offered by arrangement.
- 605 *TELECOMMUNICATIONS AND THE SOCIAL ORDER* (5-0-5)
The theoretical and empirical aspects of the communications process and its integration into the broader social order. The structural consequences of diverse communication systems for other social institutions, public opinion, various social classes, and groups will be explored. Offered by arrangement.
- 622 *ADVANCED RESEARCH METHODS* (5-0-5)
The logic and method of the social sciences in relation to the general theory of scientific method; critical analysis of experimental design; field methods of investigation. Inferential statistics; sampling, scaling; nonparametric techniques. Offered by arrangement.

- 634 *ADVANCED SOCIOLOGICAL THEORY* (5-0-5)
 Systematic examination of contemporary social theories such as structural functionalism and social action. Special attention is given to the relevance of each theory to the conduct of sociological investigation. Offered by arrangement.
- 635 *SOCIOLOGY OF ORGANIZATIONS* (5-0-5)
 A sociological analysis of the structure and function of complex organizations. Attention is given to control, communications, goals, methods values, etc., and the effects of such institutions upon the individual and society. Offered by arrangement.

SOCIAL WORK (SOW)

- 111 *INTRODUCTION TO SOCIAL WORK* (5-0-5)
 An exploration of the historical evolution of social service and present day status. Concentration is on the current perspectives of the field and career opportunities. Prerequisite for further SOW courses.
- 222 *SOCIAL WORK AS A SOCIAL INSTITUTION* (5-0-5)
 The institutional nature of social service and its relationship to other institutions in society. An analysis of society's response to social service needs and problems.
- 234 *PHILOSOPHY OF SOCIAL WORK* (5-0-5)
 A study in the generic principles of social service. It includes a study of interviewing skills and techniques. Various philosophical and moral bases for the value system of social service are examined.
- 346 *METHODS OF SOCIAL WORK* (5-0-5)
 The problem solving process as used in working with individuals, groups, and communities is emphasized. Field visitation to social agencies will be arranged to supplement classroom lectures.
- 358 *FIELD PLACEMENT—PHASE I* (5-0-5)
 Prerequisite: SOW 346.
 Field experience is the education assignment of students to a social agency for the quarter. Up to sixteen hours a week is spent under supervision of experienced agency workers. A weekly one hour class is held to relate the field learning to classroom content.

495 *SELECTED TOPICS* (5-0-5)

Prerequisite: SOW 358.

An advanced study of individual and group phenomena as related to specific phases of social service. It will focus attention upon depth learning from the student experience in field instruction and its broader implications.

496 *UNDERGRADUATE INTERNSHIP* (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

SPANISH (SP)

101 *ELEMENTARY SPANISH I* (5-1-5)

(A course designed primarily for students without previous experience in the study of Spanish. Students presenting two or more high school units in Spanish are not permitted to take this course for college credit without written permission from the Chairman of the Department of Modern Languages).

Drill in pronunciation, fundamentals of grammar, simple reading and translations, oral and written exercises, vocabulary building. Students in this course are required to spend a minimum of one hour per week in the language laboratory.

102 *ELEMENTARY SPANISH II* (5-1-5)

Prerequisite: SP 101 or equivalent.

A continuation of Spanish 101.

201 *INTERMEDIATE SPANISH I* (5-1-5)

Prerequisite: SP 101-102 or two units of high school Spanish.

Review of Spanish grammar; reading and translation of various types of Spanish literature. Emphasis on oral expression and aural comprehension.

202 *INTERMEDIATE SPANISH II* (5-1-5)

Prerequisite: SP 201 or equivalent.

A continuation of Spanish 201.

211 *CONVERSATIONAL SPANISH* (5-0-5)

Prerequisite: SP 201-202 or equivalent.

A course designed to promote the student's ability to express

himself correctly in spoken and written Spanish; emphasis on conversation and composition.

- 301 *SURVEY OF SPANISH LITERATURE I* (5-0-5)
Prerequisites: SP 201, 202, and 211 or equivalent.
A survey of Spanish literature from the Middle Ages through the Siglo de Oro.
- 302 *SURVEY OF SPANISH LITERATURE II* (5-0-5)
Prerequisites: SP 201, 202, and 211, or equivalent.
A survey of Spanish literature from the beginning of the eighteenth century to the present day.
- 305 *SPANISH CULTURE AND CIVILIZATION* (5-0-5)
Prerequisite: SP 211 or equivalent.
A study of Spanish life and culture with attention given to history, geography, and customs, and with emphasis on the contributions of Spain to world civilization.
- 330 *SURVEY OF SPANISH-AMERICAN LITERATURE I* (5-0-5)
Prerequisite: SP 211 or equivalent.
A survey of the literature of the Spanish-speaking countries of the Americas.
- 331 *SURVEY OF SPANISH-AMERICAN LITERATURE II* (5-0-5)
Prerequisite: SP 211 or equivalent.
A continuation of Spanish 330, ending with the leading Spanish-American writers of the present day.
- 419 *THE SPANISH NOVEL OF THE TWENTIETH CENTURY* (5-0-5)
The development of the Spanish novel from the Generation of 1898 to Cela and recent tremendista novels. Special attention will be given to the novels of Baroja, Unamuno, Azorín, Valle-Inclán, R. Paerz de Ayla, G. Miró, Concha Espína, and Cela, with a discussion of experimentation and the problems of form in the modern novel.
- 420 *THE SPANISH NOVEL OF THE NINETEENTH CENTURY* (5-0-5)
A study of the Spanish novel from the beginnings of costumbrismo, regionalism, and realism to the end of the nineteenth century, with particular emphasis on the novels of P. A. de Alarcón, Pereda, Valera, Pérez Galdos, Pardo Bazán, Palacio Valdés, and the Valencian novels of Blasco Ináñez.

- 421 *THE DRAMA OF THE GOLDEN AGE* (5-0-5)
A study of the principal dramatists of the Siglo de Oro and their works with particular emphasis on Lope de Vega, Tirso de Molina, Ruíz de Alarcón, and Calderón, de la Barca.
- 422 *SPANISH PROSE OF THE GOLDEN AGE* (5-0-5)
A study of the novel and the short story of the Siglo de Oro, with particular concentration of the works of Cervantes.
- 423 *SPANISH DRAMA OF THE NINETEENTH CENTURY* (5-0-5)
The development of the Spanish drama from Moratin's neo-classic comedies to the realistic plays of Galdós and the early Benavente. Special emphasis will be placed on the romantic drama (Rivas, Zorrilla, García Guitierrez and others) and the subsequent search for human realism and the comedy of manners (Bretón, Ventura de Vega, Tamayo y Baus, López de Ayala, and Echegaray).
- 425 *SPANISH DRAMA OF THE TWENTIETH CENTURY* (5-0-5)
The development of the Spanish drama from Benavente to the present with special emphasis on Benavente, Marquina, Martínez Sierra, the Quinteros, and García Lorca. Other vanguard plays will be discussed in the light of contemporary trends in the theater.
- 430 *SPANISH-AMERICAN POETRY* (5-0-5)
A study of the contribution of the Spanish-American nations to the development of poetry. Readings from representative poets of several countries.
- 431 *SPANISH-AMERICAN PROSE* (5-0-5)
A study of the essay and the novel as developed in the Spanish-American nations. Readings from representative authors of the several countries.
- 440 *THE CONTEMPORARY SPANISH-AMERICAN THEATER* (5-0-5)
A study of the development of the Spanish-American theater of recent times. Readings from representative writers of several countries (Solorzano, Benedetti, Rengifo, Estorino, and others).
- 456 *TEACHING ROMANCE LANGUAGES* (3-0-3)
A study of problems, materials, and techniques of teaching foreign languages in secondary school.

- 481 *ADVANCED CONVERSATION AND COMPOSITION* (V-V-5)
Prerequisite: SP 211 or equivalent.
Comprehensive review of Spanish grammar and syntax. Vocabulary building. Oral and written reports.
- 491-492-493 *STUDY ABROAD* (15 credit hours)
Prerequisites: SP 211 and junior or senior standing.
The study of Spanish language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program.
- 495 *SELECTED TOPICS* (Variable)
Prerequisites: Senior standing and permission of the Department Chairman.
A variable-content course, intended to meet the interest of senior students desiring to make an intensive study of some special area of Spanish language or literature. May be repeated for credit.
- 496 *UNDERGRADUATE INTERNSHIP* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.
- 499 *UNDERGRADUATE RESEARCH* (Variable)
Prerequisites: Senior standing and permission of the Department Chairman.
Directed study of some phase of Spanish literature or language. Term paper required.

SPECIAL STUDIES

Other developmental courses (099) can be found under Education, English, Mathematics.

- 099 *COUNSELING SEMINAR* (2-0-2)
A course designed to assist those students who are enrolled in the Special Studies program. Emphasis will be placed on self-exploration through small group discussions. Emphasis will be placed on educational, vocational, and personal awareness and goals.

SPEECH (SPC)

- 101 *FUNDAMENTALS OF SPEECH* (5-0-5)
An introductory course including use of the voice, mental attitudes for good speech, basic diction, control of body and speech composition.
- 201 *PUBLIC SPEAKING* (5-0-5)
Prerequisite: SPC 101 or Instructor's permission.
A course planned to give emphasis to the forms of public speaking used in modern society. Special attention given to persuasive, occasional, radio, television, parliamentary speaking and debates.
- 301 *ORAL INTERPRETATION* (5-0-5)
Prerequisite: SPC 101 or permission of the Instructor.
A course in the principles of oral interpretation, including methods of understanding literature and the techniques of presenting literature to an audience, excerpts from plays, poetry, monologues.

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B.S., Furman University; M.A., Ph.D., University of North Carolina.
- JEANNE A. ANDERSON *Assistant Professor of Psychology*
B.S., Butler University; M.S., Ph.D., Purdue University.
- ADELHEID M. ATKINS *Associate Professor of English*
B.A., Augusta College; Ph.D., University of South Carolina.
- COLETTE C. AVRIL *Instructor in French*
Baccalauréat de l'enseignement secondaire, Université de Paris;
Diplôme de Pédagogie et d'Execution, Ecole Normale de Musique de Paris.
- JAMES HERBERT BICKERT *Assistant Professor of Biology*
B.S., M.S., University of Dayton; Ph.D., University of Tennessee.
- CALVIN J. BILLMAN *Professor of History*
Chairman of the Department of History, Political Science and
Philosophy.
B.A., State College of Iowa; M.A., Ph.D., Tulane University.
- NATHAN BINDLER *Associate Professor of Art*
B.A., University of Minnesota (Duluth); M.A., University of Minnesota;
further graduate study, University of Minnesota (Duluth),
University of Oregon.
- JOHN B. BLACK *Associate Professor of Biology*
A.B., Mercer University; Ph.D., Medical College of Georgia.
- BILLY E. BOMPART *Associate Professor of Mathematics*
B.S. in Ed., University of Texas; M.R.E., Southwestern Baptist Seminary;
M.Ed., North Texas State University; Ph.D. University of Texas.
- HARRY F. BOWSER *Professor of Physics*
B.S., M.S., Ph.D., Ohio State University.
- ALBERT M. BROWN *Assistant Professor of Mathematics*
B.S., Livingston State College; M.A., (Education), M.A. (Mathematics),
University of Alabama; further graduate study, University of Kansas,
University of Texas.
- ELIZABETH H. BRYAN *Assistant Professor of Mathematics*
A.S., Augusta College; B.S., M.S., University of Georgia.

- LOUISE D. BRYANT *Associate Professor of Nursing*
Chairwoman of the Department of Nursing Education
 B.S., George Peabody College; M.S.N., Case Western Reserve University.
- DENNIS W. BURAU *Assistant Professor of Physical Education*
 B.Ed., M.Ed., Georgia Southern College.
- HOWARD H. BURD *Assistant Professor of Mathematics*
 B.S.C.E., Purdue University; M.A., Hardin-Simmons University;
 M.A.T., Duke University.
- GRACE P. BUSBEE *Assistant Professor of Nursing*
 B.S.N., M.S.N., Medical College of Georgia.
- LILLIE BUTLER JUGURTHA *Instructor in English*
 B.A., Augusta College; M.A., University of Chicago.
- DELWIN D. CAHOON *Professor of Psychology*
 B.A., Ph.D., University of Minnesota.
- HELEN CALLAHAN *Assistant Professor of History*
 B.A., Augusta College; M.A., Ph.D., University of Georgia.
- ROBERT J. CANNON *Assistant Professor of History*
 B.A., Grambling College; M.A., Atlanta University; Ph.D. candidate,
 University of North Carolina.
- **DAVID R. CAMPBELL *Assistant Professor of Business*
Administration
 B.S., University of Maryland; M.A., University of Mississippi.
- LENNART C. CARLSON .. *Assistant Professor of Physical Education*
 B.S., M.S., University of Connecticut.
- EDWARD J. CASHIN, JR. *Professor of History*
 B.A., Marist College; M.A., Ph.D., Fordham University.
- GEORGE PO-CHUNG CHEN *Assistant Professor of*
Political Science
 B.A., School of Law, National Taiwan University; M.A., Ph.D.,
 Southern Illinois University.
- FRANK H. CHOU *Associate Professor of Education*
 A.B., Southeastern Oklahoma State College; M.Ed., Ed.D., University
 of Georgia.

**On leave 1974-75.

- MARY A. CHRISTENBERRY *Assistant Professor of Education*
B.A., Wake Forest University; M.A., George Peabody College for Teachers; Ed.S., Ph.D., Georgia State University.
- LINDA M. CLARY *Assistant Professor of Education*
B.S., Winthrop College, M.S., Florida State University; Ph.D., University of Georgia.
- FRANCES EUGENIA COMER *Assistant Professor of Art*
B.A., Centenary College; post graduate work at School of the Art Institute of Chicago; M.A., Louisiana State University.
- JAMES I. CONNOR, JR. *Assistant Professor of Music*
B.S., Florida Southern College; M.M., University of South Florida.
- GEORGE B. COOKE *Assistant Professor of Biology*
B.S., M.S., University of Miami; Ph.D. candidate, University of Georgia.
- KEITH W. COWLING *Assistant Professor of Speech and Drama Graduate, Plymouth College of Arts; N.S.A.M.; F.R.S.A.; further study, University of Reading (England), University of Exeter (England), Shakespeare Memorial Theatre (England), University of Venice (Italy).*
- SPYROS J. DALIS *Associate Professor of Political Science*
A.B., M.A., University of Georgia; further graduate study, Duke University, American University, University of Georgia.
- RICHARD DAVIS, JR. *Instructor in English*
B.A., Augusta College; M.A., University of Georgia; Ph.D. candidate, University of South Carolina.
- VIRGINIA E. deTREVILLE *Assistant Professor of Library Science*
B.A., University of Southern California; M.Ln., Emory University.
- MARGARET E. DEXTER *Assistant Professor of Mathematics*
B.A., Agnes Scott College; M.S., Ph.D., Georgia Institute of Technology.
- J. GRAY DINWIDDIE, JR. *Academic Dean and Professor of Chemistry*
B.S., Randolph-Macon College; Ph.D., University of Virginia.

- *HARRY DOLYNIUK *Associate Professor of Chemistry*
B.S., Dickinson State Teachers College; M.A.T., University of Indiana.
- MARYA M. DuBOSE *Assistant Professor of English*
B.A., University of South Carolina; Ph.D. candidate, University of Georgia.
- LINDA D. DUNAWAY *Instructor in Nursing*
B.S.N., Emory University.
- DAVID E. DUNCAN *Assistant Professor of Business*
Administration
A.B., Paine College; M.B.A., San Francisco State College.
- SAMUEL D. DUNCAN, JR. *Associate Professor Romance*
Languages
Chairman of the Department of Modern Languages
B.S., Georgia Teachers College; M.A., Ph.D., University of North Carolina.
- JAMES M. DYE *Professor of Education*
Chairman of the Department of Education
B.S.Ed., University of Alabama; M.Ed., Ed.D., University of Georgia.
- ED M. EDMONDS *Associate Professor of Psychology*
B.A., Stetson University; M.S., Auburn University; Ph.D., Texas Christian University.
- JANE ELLIS ELKINS *Assistant Professor of Psychology*
B.S., University of Alabama; M.S., Auburn University; Ph.D., University of Georgia.
- WALTER E. EVANS *Assistant Professor of English*
A.B., A.M., University of Missouri/Columbia; Ph.D., University of Chicago.
- O'GRETA M. EVERETT *Instructor in Education*
B.A., Knoxville College; M.A., New York University.
- RONNIE L. EZELL *Assistant Professor of Physics*
B.A., Austin Peay State University; Ph.D., University of Georgia.
- CLARA E. FANNING *Assistant Professor of English*
B.A., Mount Mary College; M.A., Ph.D., Fordham University.

*Faculty Marshal.

- **MARTHA K. FARMER** *Assistant Professor of Business Administration*
B.S., M.S.C., University of Alabama; C.P.A.
- EDWIN H. FLYNN** *Associate Professor of Business Administration*
B.A., M.A., University of Connecticut; Ph.D., Indiana University.
- MARGUERITE F. FOGLEMAN** *Associate Librarian*
B.S., B.S./L.S., M.L.S., Louisiana State University.
- ELOY FOMINAYA** *Professor of Music*
Chairman of the Department of Fine Arts
B.Mus., Lawrence College; M.Mus., North Texas State University;
Ph.D., Michigan State University.
- CHARLES T. FREEMAN** *Assistant Professor of English*
B.A., Bowdoin College; M.A., Columbia University; further graduate
study, University of Georgia.
- ROBERT E. FRICKEY** *Associate Professor of Sociology*
Chairman of the Department of Sociology
B.S., M.A., University of Rochester; Ph.D., University of Maryland.
- CONNIE C. FULGHUM** *Instructor in English*
A.B., University of Georgia; M.A., Southern Illinois University;
further graduate study, University of Georgia.
- "J" "W" GALLOWAY** *Dean of Students*
B.A., M.Ed., Northwestern State of Louisiana.
- BERTEE B. GAYLARD** *Temporary Assistant Professor of Nursing*
B.S.N., Medical College of Georgia; M.S.N.Ed., Indiana University;
further graduate study, Indiana University, University of Washington.
- **MARY-KATHLEEN GERNANT** ... *Instructor in Modern Languages*
B.A., Western Michigan University; M.A., Middlebury College.
- JEAN W. GODIN** *Associate Professor of Secretarial Science*
B.S., Bob Jones University; M.A., George Peabody College.
- JEANNE GRAMLING** *Temporary Instructor in French*
B.A., M.A., University of South Carolina.

****On leave 1974-75.**

- OTHA L. GRAY *Professor of Business Administration*
Chairman of the Department of Business Administration
 B.A., Furman University; M.S., Virginia Polytechnic Institute; J.D.,
 Emory University; Ph.D., University of Alabama; C.P.A.
- JOHN C. GROVES *Coordinator of Student Activities*
 B.A., M.Ed., Northwestern State College.
- SUSANNA L. HALPERT *Instructor in English*
 B.A., Sarah Lawrence College; M.A., Syracuse University.
- GERALDINE W. HARGROVE *Professor of Education*
 B.S., Georgia State College for Women; M.Ed., Ph.D., University of
 South Carolina.
- FRANCES G. HARLEY *Assistant Professor of Nursing*
 A.D., University of South Carolina; B.S., M.S., Medical College of
 Georgia.
- RICHARD D. HARRISON *Instructor in Physical Education*
 B.S. Ed., University of Georgia; M.A.T., University of South Carolina.
- JULIAN S. HEYMAN *Director of Testing*
 A.A., Armstrong State College; A.B., Georgia Southern College;
 M.Ed., University of Georgia.
- ROBERT D. HILLIARD *Assistant Professor of Education*
 A.A., Dodge City College; B.S.E., Lindenwood College; M.Ed., Ed.D.,
 University of Arkansas.
- STEPHEN H. HOBBS *Assistant Professor of Psychology*
 B.A., Stetson University; M.S., Ph.D., University of Georgia.
- JAMES F. HODGES, JR. *Associate Professor of Business*
Administration
 B.S.I.M., Georgia Institute of Technology; M.B.A., Georgia State Uni-
 versity; Ph.D., University of Georgia.
- CHARLES R. HOLLOMAN *Grover C. Maxwell Professor of*
Organizational Behavior
 A.A., East Central Junior College; B.A., University of Northern Col-
 orado; M.S., University of Colorado; Ph.D., University of Washing-
 ton.
- PHYLLIS LITTLE HOWELL *Instructor in Physical Education*
 B.S., M.A., Eastern Kentucky University.

- DAVE E. HUFFSTETLER *Assistant Professor of English*
B.A., graduate study, University of Texas.
- HARRY M. JACOBS *Associate Professor of Music*
B.Mus., University of Rochester; M.Mus., Northwestern University.
- JEANNE L. JENSEN *Instructor in History*
B.A., Colorado State University; M.A., University of Santa Clara.
- RHONDA EUGENE JOHNSON *Assistant Professor of English*
A.B., Duke University; M.A.T., Yale University; Ph.D., State University of New York at Buffalo.
- TANYA F. JOHNSON *Assistant Professor of Sociology*
B.A., Hiram College; M.Div., Yale University; Ph.D., State University of New York at Buffalo.
- WILLIAM J. JOHNSON *Professor of English*
Chairman of the English Department
B.A., M.A., Ph.D., University of Texas.
- DAVID T.S. JONES *Assistant Professor of Fine Arts*
B.A., Williams College; Certificate in Sculpture, Yale University; M.Ed., University of Georgia.
- JAMES W. KELLEY *Temporary Assistant Professor of*
Business Administration
B.B.A., Baylor University; M.B.A., Indiana University.
- MICHAEL A. KELLEY *Temporary Assistant Professor*
of Political Science
B.A., Southwestern at Memphis; M.A., further graduate study, University of South Carolina.
- JACK KING, JR. *Instructor in Fine Arts*
A.A., St. Petersburg Junior College; B.F.A., University of Tampa; M.F.A., University of Georgia.
- RONALD S. KING *Assistant Professor of Mathematics*
B.S., Lamar University; M.S., North Texas State University; Ph.D., University of Northern Colorado.
- HARRY R. KUNIANSKY *Associate Professor of*
Business Administration
B.B.A., M.B.A., Emory University; D.B.A., Georgia State University.
- FRED L. LAMBERT, JR. *Assistant Professor of*
Library Science
A.B., M.S.L.S., University of North Carolina.

- M.L. LAND *Assistant Professor of Education*
B.A., Hardin Simmons University; M.Ed., Stephen F. Austin University; Ph.D., Texas A&M University.
- FEDERICO LAREDO *Assistant Professor of Modern Languages*
LL.B., University of Maryland; B.S., Loyola University; M.A., Tulane University.
- DONALD R. LAW *Associate Professor of Business Administration*
B.S., Wilkes College; M.A., Ph.D., University of Florida.
- SILAS D. LEWIS *Associate Professor of Chemistry*
B.S., Wake Forest College; Ph.D., Georgia Institute of Technology.
- DONALD A. MARKWALDER . *Professor of Business Administration*
B.S., Illinois State Normal; M.A., Ph.D., Northwestern University.
- JOHN CLAUDE MAY, JR. *Assistant Professor of German*
B.A., M.A., Louisiana State University; Ph.D., Louisiana State University.
- FREDDY J. MAYNARD *Associate Professor of Mathematics*
B.S., Georgia State College; M.Ed., Ed.D., University of Georgia.
- LOUISE LUNSFORD McCOMMONS *Assistant Professor of Education*
A.A., Anderson Junior College; B.S.Ed., M.Ed., Georgia State College for Women; Ed.D., University of Georgia.
- FRANK M. McMILLIAN, III *Associate Professor of Education*
B.S., M.Ed., University of South Carolina; Ed.D., University of Georgia.
- JOHN L. McNEAL *Assistant Dean for Academic Administration*
B.S., University of Kentucky; M.B.A., University of Miami.
- GEORGE D. MEINHOLD *Assistant Professor of English*
B.A., Midland College; A.M., further graduate study, Columbia University.
- MICHAEL I. MILLER *Assistant Professor of English*
Director of Special Studies
B.A., Roosevelt University; M.A., University of Chicago.
- WILLIAM HAROLD MOON *Associate Academic Dean and Director of Graduate Studies*
Diploma, Georgia Southwestern College; B.S.Ed., Auburn University; Ph.D., Florida State University.

- FELTON H. MOORE *Temporary Instructor in
Business Administration*
A.B., Presbyterian College; M.B.A., University of Florida.
- MICHAEL C. MOORE *Temporary Instructor in Sociology*
B.A., Millsaps College; M.A., Western Kentucky University.
- *DAVID M. MORRIS *Professor of Biology
Chairman of the Biology Department*
B.A., M.A., Earlham College; Ph.D., Indiana University.
- JEAN A. MORSE *Assistant Professor of Education*
A.B., Eastern Michigan University; A.M., University of Michigan;
Ph.D., University of Georgia.
- CHRISTOPHER P.H. MURPHY *Instructor in Anthropology*
A.B., M.A., University of Georgia.
- ROY E. NICELY *Associate Professor of
Business Administration*
B.A., M.S., The George Washington University; Ph.D., The Pennsylvania State University.
- CAROL L. NORMAN *Assistant Professor of Nursing*
B.S.N., Emory University; M.S.N., Medical College of Georgia.
- FLOYD B. O'NEAL *Professor of Chemistry
Chairman of the Department of Physical Science*
B.S., The Citadel; M.S., Tulane University; Ph.D., Georgia Institute of Technology.
- FRANCES PAULK *Assistant Professor of Library Science*
B.S. Ed., Georgia College; B.S./L.S., M.A./L.S., George Peabody College.
- JOHN W. PEARCE *Professor of Chemistry*
B.S., M.S., Ph.D., Michigan State University.
- W. CREIGHTON PEDEN *Fuller E. Callaway Professor of
Philosophy*
B.A., Davidson College; M.A., University of Chicago; Ph.D., St. Andrews University.
- J. EUGENE PIERCE *Professor of Business Administration*
B.A., M.S., University of Tennessee; Ph.D., University of Pennsylvania.

*Deceased February, 1975.

- WALTER L. POWERS *Associate Professor of Physics*
B.S., Tennessee Technological University; M.S., Ph.D., University of Tennessee.
- JOHN W. PRESLEY *Assistant Professor of English*
B.S.E., Arkansas State University, M.A., Ph.D., Southern Illinois University.
- THOMAS W. RAMAGE *Associate Professor of History*
B.A., M.A., Ph.D., University of Kentucky; B.D., Southern Baptist Theological Seminary.
- PHILIP L. REICHEL *Instructor in Sociology*
B.S., Nebraska Wesleyan University; M.A., Kansas State University.
- GEORGE M. RICHARDSON *Assistant Professor of Business Administration*
B.S.I.M., M.S.I.M., Georgia Institute of Technology; further graduate study, University of Tennessee, Georgia State University.
- SILVIA G. RICHART *Associate Professor of Chemistry*
Sc.D., University of Havana.
- THOMAS M. RILEY *Director of Continuing Education*
Associate Professor of English
B.A., University of Georgia; M.A., Columbia University.
- WILLIAM H. RODIMON *Director of College & Public Services*
B.A., M.A., University of Alabama.
- CECIL A. ROGERS, JR. *Professor of Psychology*
Chairman of the Department of Psychology
A.B., Millsaps College, M.S., Ph.D., Tulane University.
- A. RAY ROWLAND *Librarian*
Associate Professor of Library Science
A.B., Mercer University; M.Ln. Emory University.
- CHARLES D. SAGGUS *Assistant Professor of History*
B.A., Louisiana State University; M.A., University of Georgia; Graduate Study, Louisiana State University Law School; Ph.D., Emory University.
- VOILA A. SAWYER *Assistant Professor of Library Science*
A.B., University of South Carolina; M.S., Florida State University.
- JOHN GERHARDT SCHAEFFER *Assistant Professor of Fine Arts*
B.Mus., M.Mus., University of Michigan; D.M.A., University of Illinois.

- NORMAN C. SCHAFER *Assistant Professor of Business Administration*
B.S., Furman University; M.S., Ph.D., Clemson University.
- JOHN C. SCOTT *Assistant Professor of Music*
B.S., Frostburg State College; M.Mus., Indiana University.
- ANNE SHEPPARD *Counselor*
A.B.J., M.Ed., University of Georgia
- CONSTANCE H. SKALAK *Associate Professor of Nursing*
B.S.N., M.N., Emory University.
- BARTHOLOMEW P. SMITH *Assistant Professor of Business Administration*
B.S., St. Norbert College; M.B.A., Syracuse University; further graduate study, University of Georgia.
- DONALD L. SMITH *Director of Admissions*
B.A., Virginia Commonwealth University; M.Ed., Ed.D., University of Virginia.
- JAMES H. SMITH *Assistant Professor of English*
A.B., University of South Mississippi; M.A., University of Mississippi; Ph.D. candidate, Tulane University.
- JOHN M. SMITH, JR. *Associate Professor of Sociology*
B.S., M.Ed., Ph.D., University of Georgia.
- LYLE R. SMITH *Assistant Professor of Education*
A.A., Imperial Valley College; B.S., California Polytechnic State University; M.S., Ph.D., Texas A&M University.
- BARBARA T. SPEERSTRA *Director of Counseling Center*
B.A., Michigan State University; M.A., Siena Heights College; Ed.D., Indiana University.
- JESSIE B. STEWERT *Assistant Professor of Education*
B.A., LaGrange College; M.Ed., Ed.S., University of Georgia.
- HARVEY L. STIREWALT *Associate Professor of Biology*
B.A., M.S., University of Mississippi; Ph.D., University of Tennessee.
- ELIZABETH L. STULLKEN *Instructor in Nursing*
B.S., University of Virginia.
- RUSSELL E. STULLKEN *Assistant Professor of Biology*
B.A., DePauw University; M.S., Ph.D. candidate, Emory University.

- PAUL F. TAYLOR *Associate Professor of History*
A.B., Eastern Kentucky University; M.A., Ph.D., University of Kentucky.
- BILLY B. THOMPSON *Comptroller*
Assistant Professor of Business Administration
B.B.A., M.B.A., University of Georgia.
- ERNESTINE H. THOMPSON *Temporary Instructor in*
Sociology
B.A., University of Kentucky; M.Ed., University of Georgia.
- GEORGE GERALD THOMPSON *Assistant Professor of Mathematics*
B.S., M.S., Ph.D., Clemson University.
- HARRY W. THOMPSON *Coordinator of Fort Gordon Center*
Assistant Professor of Psychology
B.S., University of Louisville; B.D., M.Div., University of the South;
M.Ed., University of Georgia.
- JERRY SUE TOWNSEND *Professor of Mathematics*
Chairwoman of the Department of Mathematics and
Computer Science
B.S., M.A., East Carolina College; Ph.D., Florida State University.
- FRANK R. TUBBS *Associate Professor of Education*
A.B., Maryville College; M.S. Ed., Ed.D., University of Tennessee.
- ANNA JO TURNER *Assistant Professor of Mathematics*
B.A., Carson-Newman College; M.Ed., University of Georgia.
- JANICE B. TURNER *Associate Professor of Chemistry*
A.B., Georgia State College for Women; M.S., Emory University;
Ph.D., University of South Carolina.
- MARVIN VANOVER *Associate Professor of Physical Education*
Chairman of the Department of Physical Education
and Director of Athletics.
B.S., Georgia Teachers College; M.A., George Peabody College.
- EVELYN C. VOELKER *Assistant Professor of Fine Arts*
B.A., Marymount College; M.A., Catholic University.
- SHELBY L. WALLACE *Registrar*
Associate Professor of Biology
B.A., M.S., University of Mississippi; further graduate study, University of Mississippi.

- RALPH H. WALKER *Associate Professor of Political Science*
B.A., M.A., Kent State University; Ph.D., University of Georgia.
- WILLIAM P. WANSBORO *Temporary Instructor in Business*
Administration
B.S., U.S. Military Academy; M.A., George Washington University.
- BROOKE B. WEBBER *Associate Professor of Biology*
A.B., Lafayette College; M.S., Ph.D., Yale University.
- WILLIAM L. WHATLEY *Assistant Professor of Economics*
A.A., Augusta College; B.S., M.S., University of South Carolina.
- STEWART L. WIGGINS *Associate Professor of Psychology*
Joint appointment with the Medical College of Georgia; B.S., M.S.,
Ph.D., University of Georgia.
- GROVER B. WILLIAMS *Professor of Mathematics*
A.B., College of William and Mary; M.A., Ohio State University;
further graduate study, Ohio State University, University of North
Carolina.
- ROSCOE WILLIAMS *Assistant Dean of Students*
B.S., Paine College; M.S., Fisk University.
- WALTER S. WILLIAMS *Temporary Instructor in*
Political Science
Ph.B., Dickinson College; M.S., Syracuse University; M.P.A., Univer-
sity of Georgia.
- CHARLES L. WILLIG *Associate Professor of English*
B.S., M.A., Oklahoma State University; Ph.D., University of Tulsa.
- VELMA C. WITTKAMP *Assistant Professor of*
Physical Education
B.S. in Ed., Georgia Southern College; M.S.T., Georgia Southern
College.
- MARGARET J. YONCE *Associate Professor of English*
A.B., Newberry College; M.A., University of Georgia; Ph.D., Univer-
sity of South Carolina.

PART-TIME FACULTY

1974-1975

- NEAL B. ANDREGG *Mathematics*
B.S., M.A., Ohio State University; Ed.D., Michigan State University.

- HENRY S. ATKINS, JR. *Business Administration*
A.B., J.D., University of Georgia.
- WILLIAM S. ATKINSON *Business Administration*
B.S., Wayne State University; M.B.A., University of Michigan.
- ROSEMARY D. BARNES *Speech*
B.S., Grambling College; further study, Northeast Louisiana University.
- JOHN S. BLACK *Mathematics*
B.S., Augusta College; M.Ed., University of Georgia.
- ANN S. CATHCART *Psychology*
B.A., University of Arkansas; M.S.W., Tulane University.
- ROBERT S. COURSEY *Business Administration*
B.B.A., Augusta College; M.Acc., University of Georgia.
- RALPH L. ELKINS *Psychology*
B.S., M.S., Auburn University; Ph.D., University of Georgia.
- MARY C. ETHRIDGE *Education*
A.B., Mercer University; M.S., Mississippi State University.
- JUDITH F. FIELD *Education*
B.S., Ed., University of Georgia; M.Ed., Georgia State University.
- CECIL G. FOSTER *Business Administration*
B.A., University of Texas; J.D., University of Texas School of Law.
- ROSEMARY F. GRAY *Biology*
B.S., M.S., Auburn University.
- D. LANDRUM HARRISON *Business Administration*
A.B., Harvard College; J.D., University of Georgia.
- JAMES E. HARTZ *Psychology*
B.A., The King's College; M.A., West Georgia College.
- SELMA T. HAYDEN *Education*
B.Ed., M.Ed., University of Miami.
- CHARLES R. HORTON *Education*
A.B., Boston College; M.Ed., Georgia Southern College.
- ROBERT D. HUNTLEY, JR. *Business Administration*
B.B.A., Augusta College; M.B.A., Georgia Southern College.

- VOLA JACOBS *Music*
B.Mus., Eastman School of Music; graduate study, Juilliard Graduate School.
- JOHN A. KOCHENOUR *Sociology*
B.A., Arizona State University; M.Ed., University of Georgia.
- SALLIE B. MILLER *Education*
B.A., Augusta College; M.Ed., Georgia Southern College.
- ROYAL P. MURDOCK *Psychology*
B.A., M.A., Ph.D., University of Utah.
- LEE NEEL, III *Business Administration*
B.Cer.E., Georgia Institute of Technology; M.B.A., Emory University.
- BENNIE B. NICHOLS *English*
B.A., Augusta College; M.A., University of Georgia.
- WAYNE B. NICOLL *Political Science*
B.S., U. S. Military Academy; M.P.A., University of Georgia.
- WILLIAM C. O'LEARY *Education*
A.A., Armstrong State College; B.A., Columbia Bible College; M.Div., Trinity Evangelical Divinity School; M.Ed., University of Georgia; Ph.D., University of South Carolina.
- RALPH E. PAIGE, JR. *Business Administration*
B.S.B.A., University of Florida; M.B.A., University of Delaware.
- JOSEPH N. PEACHER *Education*
B.S., Austin Peay State University; M.P.A., University of Georgia; Ed.S., Georgia Southern College.
- HAROLD B. PEACOCK, JR. *Mathematics*
B.S.M.E., M.S., Georgia Institute of Technology; Ph.D., The University of Tennessee.
- WILLIE M. PETERSON *Psychology*
B.A., Augusta College; M.A., West Georgia College.
- DOUGLAS M. ROBERTS *Psychology*
A.B., M.Ed., Georgia Southern College.
- ROBERT E. SANDERS *Education*
A.B.Ed., University of South Carolina; M.Ed., Emory University.
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